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AUTHOR	Sadker, Myra; Sadker, David
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ABSTRACT

This 2-day workshop package was developed to address the needs of teacher educators with regard to Title IX and sex equity. The role of teacher educators in reinforcing sex fairness and in eliminating sex bias in teacher education curricula and in the classroom is the focus of the workshop. The workshop begins with a consideration of the need and rationale for Title IX. Title IX regulations and grievance procedures are reviewd, followed by an examination of the application of the Title IX regulations and sex equity principles to the job functions of various groups of education personnel. Also presented is an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity. Specifications of the population, objectives, and instructional materials are outlined for each of the workshop's two sessions. The first session addresses the subject of preparing teachers to analyze and alleviate sex bias in instructional materials. The session includes discussions on assessing elementary, secondary, and teacher education textbooks for biased wording and attitudes and provides guidelines for forming a curricular response to sex-biased materials. The second session covers the topic of forms of sex bias in instructional procedures and in teacher education classrooms. Affirmative teaching strategies to eliminate bias are presented. Ways of alleviating sexism through institution building and scholarship are discussed. Sample worksheets and activity forms are included in the workbook. (JD)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR POSTSECONDARY EDUCATORS

THE TEACHER EDUCATOR'S ROLE

Outline and Participants' Materials for Application
Sessions for Teacher Educators

SP 021 190

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
A WORKSHOP PACKAGE FOR POSTSECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE TEACHER EDUCATOR'S ROLE

Outline and Participants' Materials for Application Sessions for Teacher Educators

Myra Sadker and David Sadker, Authors

Prepared for the
Title IX Equity Workshops Project
Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Joseph Califano, Secretary
Mary F. Berry, Assistant Scretary for Education

Office of Education

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Preface

This session outline comprises one component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators, is designed for use by persons implementing training or staff development efforts for education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in institutions of postsecondary education.

The workshop package was field-tested by subcontractors in eight regional workshops as part of the CCSSO Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare. Funds to support the printing of participant materials used in the field-test workshops were provided by the National Institute of Education, Department of Health, Education, and Welfare.

Shirley McCune and Martha Matthews are the coeditors of the Workshop Package. This session outline was developed by Myra Sadker and David Sadker, American University, Washington, D.C.

Persons who have authored or contributed to other outlines and materials within the total package include: Janice Birk (University of Maryland, College Park, Maryland); Myra Sadker and David Sadker (American University, Washington, D.C.); Emily Taylor, Donna Shavlik, and Judy Touchton (American Council on Education, Washington, D.C.) Linda Stebbins (Abt Associates, Cambridge, Massachusetts); Paul Lauter (State University of New York at Old Westbury); John Westerhoff (Duke University, Durham, North Carolina); Celeste Ulrich and Pearl Berlin (University of North Carolina, Greensboro, North Carolina); Dorothy McKnight, Margarite Arrighi, and Joan Hult (Athletic and Sport Consultants, Inc., Washington, D.C.); and Joyce Kaser and Ken Boesdorfer (Resource Center on Sex Roles in Education).

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HEW Region	Organization	Contact
III	Women's Equity Action League 610 Glenn Road State College, Pennsylvania 16801	Norma Raffel
IV	University of South Florida FAO 295, USF Tampa, Florida 33620	Ellen Kimmel
V	University Council for Education Administration 29 West Woodrull Avenue Columbus, Ohio 43210	Grace Chisholm
VI	Dallas Independent School District 3700 Ross Avenue Dallas, Texas 75204	Frances Allen
VII	University of Kansas 220 Strong Hall Lawrence, Kansas 66045	Caryl K. Smith
VIII	Education Commission of the States 1860 Lincoln Street Denver, Colorado 80295	Jean Kennedy
IX	Arizona State University Tempe, Arizona 85281	Susanne Shafer
X	Northwest Projects Office for Educational Service Portland State University P. O. Box 751 Portland, Oregon 97207	Kathryn Preecs

The coeditors also wish to express their appreciation to Byron Hansford, Executive Director, Council of Chief State School Officers; William Israel, Director of Special Projects, Council of Chief State School Officers, and James Becker, Executive Director, National Foundation for the Improvement of Education, for their support of the project. Ann Baucom and Lois Jamieson of the CCSSO and Ann Samuel of the Resource Center on Sex Roles in Education receive special thanks for their tireless efforts in the production of materials for the Workshop Package.

September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: THE TEACHER EDUCATOR'S ROLE

Outlines and Participants' Materials For Application Sessions For Teacher Educators

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THE TEACHER EDUCATOR'S ROLE

Introductory Materials

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Education Amendments" by the U. S. Office of Education, Department of Health, Education, and Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary
- use at the local, state, regional, and national levels
- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educators, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.
- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.
- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the Package were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity

- their evaluation of strategies available for meeting identified training and technical assistance needs

- their knowledge of resources which would facilitate the development and dissemination of the Workshop Package

Working drafts of the Package materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 1977 through January 1978. During the field test workshops, the Package was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the Workshop Package was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the Workshop Package for Elementary-Secondary Educators and the Workshop Package for Postsecondary Educators provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the Workshop Package corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the Workshop Package for Elementary-Secondary Educators which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools

- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools

- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions

- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions

- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technological change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal.

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building, to problem exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline

- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented

- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials

- prepare notecards outlining the sequence and the general directions for participants

- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members

- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines

- discuss individual reactions to activities and ways that adaptations might be made if necessary

- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of restrooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

    - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

    - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

    - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

    - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

  - Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN INSTRUCTIONAL MATERIALS

Outline for Session A for Teacher Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

SEX EQUITY IN TEACHER EDUCATION:
PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN INSTRUCTIONAL MATERIALS

APPLICATION SESSION A
FOR TEACHER EDUCATORS

Session Specifications

Session population: Individuals involved in pre- and inservice teacher education from local education agencies, state departments of education, and departments, schools, and colleges of education at public and private colleges and universities

Session objectives:

- to provide participants with an awareness of the manifestations and impact of sex bias within the content and format of instructional materials, K-12
- to provide participants with the opportunity to detect and correct sex bias in instructional materials, K-12
- to provide participants with the ability to write sex-fair and sex-affirmative curricular materials

Time required: Three hours

Materials needed

For participant use:

- "Sex Bias in Curricular Materials: An Introductory Assessment"--Teacher Educator Worksheet 1
- "Summary of the Forms of Bias in Elementary and Secondary Curricular Materials"--Teacher Educator Worksheet 2
- "Identifying Sex Bias in K-12 Instructional Materials - Case Studies"--Teacher Educator Worksheet 3
- "Identifying Sex Bias in Teacher Education Material: A Prediction Sheet"--Teacher Educator Worksheet 4

- "Distinguishing Between Sex-Fair and Affirmative"--Teacher Educator Worksheet 5
- Workshop Agenda
- Workshop Objectives

For facilitator use:

- "Identifying Sex Bias in K-12 Instructional Materials: Case Study Answer Sheet"--Teacher Educator Worksheet 3A
- "Identifying Sex Bias in Teacher Education Materials: A Prediction Sheet and Sample Responses"--Teacher Educator Worksheet 4A
- "Distinguishing Between Sex-Fair and Affirmative--Answer Guide"--Teacher Educator Worksheet 5A
- Charts on newsprint, acetate or chalkboard:
    - "Sex Bias in Instructional Materials, K-12: The Hidden Curriculum" (see section III of this outline)

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (male and female) who possess both subject matter expertise and group process skills, and who represent racial-ethnic diversity

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturettes and adapt them to accommodate unique group needs or facilitator(s) style(s)

- Opening Comments (section I)	15 minutes
- "Clarification of Perspective and of Terminology" (section II)	5 minutes
- "Forms of Bias: Their Nature and Impact" (section III)	20 minutes
- "Analysis of Teacher Education Material: The Next Frontier" (section V)	10 minutes
- "Sex-Fair and Affirmative Instructional Materials" (section VI)	7 minutes
- Summary (section VII)	5 minutes

- prepare charts indicated in "materials needed" part of the sections

Group size: flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies required: Overhead projector and transparencies, chalkboard and chalk, newsprint and marker, pencils for each participant

SEX EQUITY IN TEACHER EDUCATION:
PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN INSTRUCTIONAL MATERIALS

APPLICATION SESSION A FOR TEACHER EDUCATORS

Session Agenda

I.	OPENING COMMENTS		TIME REQUIRED: 15 MINUTES
II.	SEX BIAS IN INSTRUCTIONAL MATERIALS: AN INTRODUCTORY ASSESSMENT		TIME REQUIRED: 30 MINUTES
	A. Lecturette--"Clarification of Perspective and Terminology"	(5 minutes)	
	B. Individual activity--"An Introductory Assessment"	(7 minutes)	
	C. Small group discussions	(8 minutes)	
	D. Total group processing	(10 minutes)	
III.	SEX BIAS IN THE K-12 CURRICULUM		TIME REQUIRED: 60 MINUTES
	A. Lecturette--"Forms of Bias: Their Nature and Impact"	(20 minutes)	
	B. Questions and answers	(5 minutes)	
	C. Individual activity--"Identifying Sex Bias in K-12 Instructional Materials--Case Studies"	(15 minutes)	
	D. Small group discussions	(10 minutes)	
	E. Total group processing	(10 minutes)	
IV.	BREAK		TIME REQUIRED: 10 MINUTES
V.	SEX BIAS IN TEACHER EDUCATION MATERIALS		TIME REQUIRED: 30 MINUTES
	A. Lecturette--"Analysis of Teacher Education Materials: The Next Frontier"	(10 minutes)	
	B. Small group activity--"Identifying Sex Bias in Teacher Education Materials--A Prediction Sheet"	(10 minutes)	
	C. Total group processing	(10 minutes)	
VI.	THE CURRICULAR RESPONSES TO SEX-BIASED MATERIALS		TIME REQUIRED: 30 MINUTES
	A. Lecturette--"Sex-Fair and Affirmative Instructional Materials"	(7 minutes)	
	B. Individual activity--"Distinguishing Between Sex-Fair and Affirmative"	(13 minutes)	
	C. Total group processing	(10 minutes)	
VII.	SUMMARY AND CONCLUDING REMARKS		TIME REQUIRED: 5 MINUTES
			TOTAL TIME REQUIRED: 180 MINUTES

I. OPENING COMMENTS

TIME REQUIRED: 15 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an overview of the two application modules for teacher educators
- to provide participants with a framework of the various roles and responsibilities of teachers
- to introduce participants to the objectives of the application modules

Materials needed:

For participant use:

- Agenda for the Application Modules
- Objectives for the Application Modules

For facilitator use:

- A chart (acetate, chalk board, or newsprint) listing the following:
  - Roles of the Classroom Teacher
  - Manager of Curriculum
  - Manager of Instruction
  - Teacher as Institution Builder
  - Teacher as Scholar

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and participant materials
- prepare opening comments

Procedure:

The purpose of this activity is to provide participants with an overview of the objectives of the two application modules for teacher educators, and to provide participants with a framework with which to view the roles of the classroom teacher.

The session should begin with a brief introduction of the facilitator(s), and may also include a brief listing of the institutions and/or organizations represented by those participating in the teacher education modules.

The following introductory lecturette can be adapted to meet the needs of the participants and the facilitator(s) style(s):

THE TEACHER'S ROLES

"The two application modules in teacher education will inform you about the ways that sexism emerges in schools across the nation. But these modules are designed also to go beyond dissemination of knowledge. They are directed at providing you with information and skills needed to counter the debilitating effects of sex bias in schools. It is critical that teacher educators not only become aware of the nature and impact of sex bias, but also become skilled in practical and realistic ways of reducing sex bias in the teachers they educate.

"Therefore, these two application modules contain a number of practical exercises which we shall be using, and which can be reproduced and used in your own teacher education programs. As you participate in these various activities, we encourage you to consider how you might adopt and adapt these for use in your own classrooms.

"As we reviewed the nature of sex bias in schools, it became apparent that it was necessary to look at the various roles of the teacher both in the classroom and beyond the classroom door. Let's take a brief look at these four different roles of the teacher, and explore how they may impact on sex bias in education."

(The facilitator should reveal the first role listed on the chart "Manager of Curriculum.")

"One of the roles of the teacher is to manage the instructional materials that are used in the classroom. The teacher exerts a substantial influence in deciding which materials will be used, and how they will be employed. A significant amount of research now indicates that this role is particularly important as it relates to the issue of sexism.

"There is extensive documentation concerning the forms of sex bias that are manifested in curricular materials. This textbook bias limits the potential and reduces the options of both females and males. In the first phase of this module, we shall learn how sex bias occurs on the pages of these textbooks, and what teachers and students can do to detect and alleviate it.

"The second role we shall be looking at is that of teacher as instructional manager. Studies reveal that the way teachers organize the various facets of the classroom environment may communicate sexist lessons to students: who gets called on to answer questions, who gets rewarded, who gets punished. These and hundreds of other instructional decisions may establish and reinforce patterns of sex stereotyped student behavior. Too often, in the rapid pace of classroom interaction, teachers are unaware of sexist instructional procedures and the harmful effects that these may have on students. We shall examine how sex bias is reflected in the classroom environment and we will explore methods to eliminate this bias from instructional procedures.

"For most of us, a major part of teacher education revolves around these two roles: the teacher as manager of curriculum, and the teacher as manager of instructional procedures. Yet, beyond the classroom door, the teacher also has roles to fulfill in relation to the entire school system and to the advancement of the profession. The final sections of the application modules will focus on the teacher's role as contributor to the institution, and as a scholar. 1/ These final sections will explain the nature of sex bias as it appears at the institutional and scholarly levels, and they will suggest what teachers from preschool to high school can do to counteract sexism at these levels.

"Let's turn to the agenda for these application modules as listed in your participant notebook."

(Facilitator should provide a minute or so for the participants to locate and review this agenda.)

"As you will note, in each of the four teacher roles we examine, we also review how teacher educators themselves can apply knowledge and skills to remove sexism from teacher education programs. We believe that the 'Do as I say, not as I do' philosophy can neutralize the effectiveness of teacher preparation. Unless we can become sensitive to and work toward eliminating the elements of sexism in our own profession, we stand little chance of having our students become committed to the alleviation of sex bias in their professional activities. If our own classrooms, materials, procedures, institutions and scholarly activities reflect sex bias, we shall be defeating our purpose and limiting the potential of future teachers.

"As we go through the different sections of this module, you will have the opportunity to acquire materials and strategies to help the teacher candidates in your own institutions identify and alleviate sex bias in the educational process. In addition, you will be gaining skills for detecting and remedying sex bias in your own teacher education programs.

"Let's take a moment to review the objectives for these application modules, which are also located in your participant notebook."

(The facilitator should allow time for the participants to locate the objectives. The facilitator should review the objectives, reading each one aloud. Some concluding comment such as the following should be made.)

"As you see, the objectives are fairly comprehensive. At the conclusion of these application modules, you may want to refer back to these objectives to ensure that you have acquired the knowledge and skills that have been specified."

II. SEX BIAS IN INSTRUCTIONAL MATERIALS: AN INTRODUCTORY ASSESSMENT

TIME REQUIRED: 30 MINUTES

(A)	Lecturette--"Clarification of Perspective and Terminology"	(5 minutes)
(B)	Individual activity--"An Introductory Assessment"	(7 minutes)
(C)	Small group discussions	(8 minutes)
(D)	Total group processing	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with an overview of the nature of bias and to define other pertinent terminology
- to assess participant's awareness of the manifestations of sex bias within the content and format of instructional materials used in K-12 classrooms
- to identify participants' perceptions of past and needed future developments for the elimination of sex bias in K-12 instructional materials
- to identify participants' perceptions of the impact of sex bias on the readers' cognitive and affective development
- to establish group norms for active individual involvement and group sharing
- to establish a norm for the application of workshop concerns and information to personal and institutional self-evaluation and change

Materials needed:

For participant use:

- "Sex Bias in Curricular Materials: An Introductory Assessment"--Teacher Educator Worksheet 1

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and all participant materials
- review suggested introductory comments and adapt them to fit unique group needs and facilitator style

Procedure:

A. Lecturette: "Clarification of Perspective and Terminology" (5 minutes)

The purpose of this introductory lecturette is to provide participants with an overview of the nature of bias and to define pertinent terminology.

Suggested lecturette:

"Since we are going to spend some time together examining bias in instructional materials, it is important that we clarify terminology before beginning this first activity. For many of us the word 'bias' may be laden with negative connotations. It suggests cognitive and affective patterns that are irrational and opinionated. In its strongest and most unreasonable form it borders on overt prejudice. Bias is an accusatory and condemning word.

"However, it is important to understand that for all of us--those who write and develop curricular material, those of us who interpret and teach from them--bias is a way we have of organizing our world, or trying to cope and deal with the enormous number of stimuli with which our complex society bombards and surrounds us.

"Lessons in bias begin early. When we are young, perhaps our parents point out that a certain social class or cultural group lives in a particular section of town. Perhaps we observe that female siblings or friends are called upon to help with child care, cooking and other kitchen chores. We attend elementary schools staffed by female teachers who take their orders from male principals. The messages about the appropriate roles for different sex and racial-ethnic groups emerge frequently and in many different forms. And so, despite potential negative consequences in our own lives and the lives of others, we form particular tendencies, inclinations, and perceptual frameworks through which we view the world.

"When an author constructs a text, her/his biases come into play during every step of the creative process--the point of view that is emphasized, the tone, the materials selected, the resources omitted, the pictures and illustrations that are used, the way characters are shaped and portrayed--all form a process through which individual biases become institutionalized.

"When we, as educators, use these materials, we determine which points to emphasize, which chapters to omit, on which aspects we will generate class discussions and debate, and where we need to bring in supplementary materials. And so, not only as we develop, but also as we teach with instructional materials, individual biases reach the institutional level.

"As we all know, a stated key goal of official curriculum has to do with helping all our students maximize their full potential. However, biases that often underlie and are inherent in the way these materials are developed and presented can form a hidden curriculum, one which actually functions to deny attainment of equal opportunity, to reflect the values, assumptions, and goals of the dominant culture in American society (generally white, Anglo-Saxon, Protestant, and male) and neglects those of the other cultures or groups in society. Bias on the basis of sex, or race, or ethnicity, or class results in

curricular materials that tend to perpetuate the status quo, to reinforce existing stratifications of access and benefits, and to inhibit students from exercising all their options and maximizing all their potential.

"This is why it is so crucial for teacher educators to recognize these biases in their own materials, and to prepare our future teachers to recognize and confront these biases in the materials which their students will use. Teacher educators can provide the critical step through which the perpetuation of curricular bias can be halted and eradicated.

"During the time we spend together examining and analyzing instructional materials, we shall be emphasizing bias on the basis of sex. However, it is important to remember that the forms of bias we'll be looking at operate on the basis of race, ethnicity, and class as well. Sometimes the subtleties differ, but the essential mechanisms are the same. Consequently, whenever possible, we will bring in related information that pertains to race, class, and ethnic bias in instructional material, and the harmful impact this has on our students.

"One more point needs to be clarified before we continue. Most of the research documentation we'll be discussing, and most of our skills-building activities will revolve around the textbook as the basic staple of curriculum. Of course the term, instructional materials, is much broader and encompasses all forms of instructional media--films, kits, records, slide tape presentations, newspapers, journals, and material that is used to develop, refine, and enrich student learning. Most of what we do here today concerning bias in texts, will also relate to these other forms of instructional material.

"In a few minutes we will review the research on sex bias in instructional materials and develop procedures which you can use with your students to identify and confront this bias. First, however, it may be helpful to take a little time to examine our own ideas and experiences relating to sex bias in instructional materials and to see how these compare with the ideas and experiences of our colleagues in the group. This process will provide an experiential base which will help us in analyzing materials for sex bias and in directing future teachers to identify and confront bias in their own K-12 curricular materials.

"Each of you has in your notebook a sheet entitled 'Sex Bias in Curricular Materials: An Introductory Assessment.' Please take a few minutes to answer the questions listed; write your answer in the space provided under each question. You should answer the questions based on your knowledge of curricular materials in the various content areas that are used in elementary and secondary classrooms. Please be as specific as you can in answering all four questions. You will have between five and ten minutes. Please work independently, and you will have a chance to discuss your responses in a few minutes."

While these introductory comments will vary based on individual group needs, the following points should be covered:

- the nature and pervasiveness of bias and how it is manifested in the development and presentation of instructional materials
- the relationship between biased materials and the limitation of equality of opportunity
- the critical role of teacher educators in working toward sex equity in instructional materials
- directions for completing the form "Sex Bias in Curricular Materials: An Introductory Assessment"

B. Individual activity--"An Introductory Assessment" 7 minutes

The facilitator should make sure all participants have found a copy of the assessment form (Teacher Educator Worksheet 1) in their materials. Ask if there are any questions, and make sure that all participants have a pencil or pen. She/he should also provide any clarifying instructions which may be appropriate. Participants should be allowed approximately seven minutes to answer the questions on the worksheet.

C. Group discussions 13 minutes

When most participants have completed their answers, the facilitator should ask them to form small groups with three or four people sitting near them whom they do not know, to introduce themselves and discuss their answers. The facilitator should suggest that one member of each group should act as recorder and be prepared to summarize the small group's comments and reactions when participants reconvene as a total group. The facilitator also should indicate that time constraints may not allow all group recorders to provide a summary of their group's responses to the total audience.

D. Total group processing 10 minutes

After the participants have had an opportunity to discuss their answers in small groups, it is useful to have them share some of their answers in the total group. Allow approximately 10 minutes for this activity.

Group processing may be initiated with comments such as:

"All right, we now have some time to discuss the comments you've generated in the small groups. I'm going to ask group recorders to briefly summarize the ideas, reactions, and dialogues that occurred in their individual groups. If other group members wish to extend or qualify the recorder's statements, they are welcome to do so."

The worksheet questions can then be discussed one at a time.

Answers to question 1 may refer to omissions in text illustrative material, stereotyping of females and males, inadequate presentation of females and males from minority groups, historical distortions, limited representation of family life, bias in the content or very structure of the language, and others. (These issues are discussed in greater detail in Section III - "Sex Bias in the K-12 Curriculum.")

In answering the second question, participants may refer to greater general awareness of sex bias as an issue for educators to deal with; increasing numbers of workshops to help teachers recognize sex-biased materials; greater awareness and concern over this issue by textbook selection committees; publications of nonsexist and nonracist guidelines by publishing companies. Participants may report on related developments in their teacher preparation institutions or in nearby school systems. The question is open ended and all such responses are appropriate.

The third question is also open ended and appropriate responses may vary greatly. There may be discussion of further training of teachers, teacher educators, librarians, textbook selection committees, authors, illustrators, editors, parents, students; media exploration of the issue; greater emphasis on the impact of biased materials on males; and development and more widespread use of supplementary materials. Potential discussion may focus on whether the issue of bias in textbooks should be covered by Title IX.

Again, the fourth question is open ended and is designed to elicit participants' sensitivity to the latent content of materials and the impact this may have on development of attitudes and values.

The facilitator should also encourage participants to look at their assessment forms as they proceed through other activities. These can provide a valuable base as they begin analysis procedures and work toward training strategies to help their students identify and confront sex bias in instructional materials.

III. SEX BIAS IN THE K-12 CURRICULUM TIME REQUIRED: 60 MINUTES

(A) Lecturette--"Forms of Bias: Their Nature and Impact"	(20 minutes)
(B) Questions and answers	(5 minutes)
(C) Individual activity--"Identifying Sex Bias in K-12 Instructional Materials--Case Studies"	(15 minutes)
(D) Small group discussions	(10 minutes)
(E) Total group processing	(10 minutes)

The purposes of the activity:

The purposes of the activity are:

- to provide participants with a conceptual/data base regarding the issue of sex bias in instructional materials, and a context for understanding the significance and rationale for training teachers to identify and alleviate biased materials
- to review the forms of sex bias in K-12 textbooks
- to provide participants with supplementary data regarding racial-ethnic bias in K-12 textbooks
- to consider the potential impact of these biased materials on students
- to provide participants with the opportunity to identify and correct sex bias in selected examples from K-12 textbooks

Materials needed:

For participant use:

- "Summary of the Forms of Bias in Curricular Materials"--Teacher Educator Worksheet 2
- "Identifying Sex Bias in K-12 Instructional Materials--Case Studies"--Teacher Educator Worksheet 3

For facilitator use:

- acetate transparency or newsprint charts containing key emphasis points of lecturette:

SEX BIAS IN INSTRUCTIONAL MATERIALS, K-12: THE HIDDEN CURRICULUM

Lesson 1	INVISIBILITY
Lesson 2	STEREOTYPING
Lesson 3	IMBALANCE/SELECTIVITY
Lesson 4	UNREALITY
Lesson 5	FRAGMENTATION/ISOLATION
Lesson 6	LINGUISTIC BIAS

- "Identifying Sex Bias in K-12 Instructional Materials--Case Study Answer Sheet"--Teacher Educator Worksheet 3A

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs or facilitator style
- prepare key points of lecturette on acetate transparency or newsprint chart
- review the responses to Teacher Educator Worksheet 3 found in the Appendix

Procedure:

A. Lecturette-"Forms of Bias: Their Nature and Impact" (20 minutes)

The purpose of this lecturette is to provide participants with an overview of the forms of sex bias in K-12 instructional materials and a rationale for the need to train teachers in identifying this bias and alleviating it.

Suggested lecturette:

"In the opening assessment activity, we focused on some general questions relating to the issue of sex bias in instructional materials. We will now take a closer look at research and developments pertinent to these questions and to skill building for you and your students in the area of textbook analysis.

THE HIDDEN CURRICULUM

"Over the years a basic staple of classroom life has been the textbook, and it has served to shape the nature and direction of teaching. The textbook indicates the topics to be studied and it evaluates the importance of people and events. In some classrooms, the influence of the textbook has become so prevalent that teachers measure their progress by textbook pages--'You'd better reach Chapter 8 by Christmas, or you'll never finish the course by June.'

"The importance of textbooks as instruments of instruction has been recognized for many years, but the influence of textbooks on the values and attitudes of students has been noted only since the 1940's. Some educators have referred to this affective impact of texts as 'The Hidden Curriculum.' Textbooks not only teach skills in reading and math, and lessons in social studies and science, but they also teach lessons in who and what are important in our society, what values we should follow, what roles and occupations we should fulfill, and what attitudes we should hold. Through subtle and not-so-subtle techniques, our curricular materials provide children with powerful lessons in the hidden curriculum. And sometimes, these lessons can be harmful to entire groups within our population.

"Such is the case with females. Biased treatment of the role of girls and women has been documented in a number of studies, and this biased treatment takes several forms. In order to better understand the nature of the hidden curriculum it is important to review these now.

THE FORMS OF BIAS: THEIR NATURE AND IMPACT[2]

Lession 1: Invisibility

"If an interplanetary visitor were to be introduced to our society through school textbooks, the visitor would no doubt conclude that most of our species is of the male variety. In spite of statistics which reflect that slightly more than half of our population is female, textbooks reflect a disproportionately small percentage of girls and women. In one study, 134 elementary readers representing 14 major publishers were analyzed and the following ratios were revealed:

Boy centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	6:1
Male folk or fantasy stories to female folk or fantasy stories [3]	4:1

"Although the analysis of elementary readers has been rather comprehensive, it is not only reading texts which have generally ignored women. Virtually all subject fields are guilty of systematically excluding women. The typical United States history textbook for high school students manages to squeeze out about one page concerning women, buried somewhere amidst 500 to 800 pages of text. Science texts rarely ever mention female scientists, with the singular exception of Marie Curie. And students could study math texts from kindergarten through high school without ever learning about the accomplishments of Emmy Moehler or other female mathematicians. Whatever the academic discipline, textbooks have managed to keep the contributions of women a well-kept secret.

"Not only does the content of textbooks tend to exclude or minimize the role of females, but this message is reinforced by illustrations. Weitzman and Rizzo studied illustrations in the most widely used texts in the content fields of science, math, reading, spelling, and social studies between 1967 and 1972. Females comprised only 31 percent of the total illustrations, and as the grade level increased, representation of females decreased. Moreover, minority women suffered particular exclusion, for they were pictured only half as many times as minority men. [4] Research studies show us that, in general, minorities also suffer from this pattern of exclusion. For example, textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society; and Spanish-speaking Americans and Asian Americans continue to be absent from the pages of most texts.

"The underrepresentation of females in instructional materials is one lesson in the hidden curriculum teaching boys and girls that females are less important, less worthy of note, less significant in the total society. But it is not the only lesson.

Lesson 2: Stereotyping

"The sexist message is underscored by the roles assigned to women when they do emerge from the pages of instructional materials. Women are generally presented as mothers, and they seldom work outside the home. In these rare cases in which a woman is engaged in a career outside the home textbooks usually limit these jobs to nurse, secretary, or teacher. In one study of elementary reading texts, 147 male occupations were tabluated compared to only 25 occupations held by women. 5/ In social studies series published by ten publishing companies, DeCrow found no women working outside the home except as teachers and nurses. 6/ The Weitzman and Rizzo study of texts in six content areas disclosed that while men were shown in over 150 occupational roles, almost all women were portrayed as housewives. 7/

"These stereotyped portrayals contrast sharply with the reality of the working world. Almost half of the nation's work force is female, and 90 percent of all women will be engaged in an occupation outside the home at some time in their lives. Yet textbooks continue to define women only in terms of their family and their roles as wives and mothers.

"Girls fare little better. Women on Words and Images reviewed the image of girls in elementary readers, and found them to be characterized as

passive
docile
dependent
incompetent
fearful
concerned with domesticities
obedient

objects of scorn and ridicule
aimless
concerned about physical attractiveness
lonely
unmotivated
uncomplaining
spiritless 8/

"Time and again, girls are shown playing with dolls, giving tea parties, puttering about the kitchen, frightened of people and animals, and most frequently, as passive, uninvolved spectators. In illustrations, girls are often depicted as watching boys involved in a variety of activities. Their hands are clasped behind them, as if they are physically restraining themselves from participation. (You might want to try clasping your hands behind you, to see just how restraining and unnatural a position it is!) And in spite of the reality of physical growth patterns, often elementary texts try to fool biology, for girls are invariably drawn as smaller than boys.

"If the portrayal of females is negative, then one might expect that the portrayal of boys and men might benefit from comparison, and be positive. Only partially true. For although males are portrayed with more positive and attractive characteristics, they too fall victim to sex role stereotyping.

"On the positive side, boys are characterized as real doers; as ingenious, creative, persevering. If there is a problem to solve, the chances are overwhelming that a curious, brave, and adventurous boy will solve it. Studies on the presentation of boys in elementary reading textbooks show them to be active, autonomous, and imaginative, preparing for profitable and important careers.

"As adults, men also fare better than women. Men can be both fathers and wage earners. Fathers resolve family problems with calm and with dispatch. Fathers repair whatever needs to be repaired, and provide the family with trips and fun. Compared to others they are rather glamorous, competent, worldly, sophisticated figures.

"The problem is that the male role, attractive as it may first appear, is also a confining stereotype. Contrary to the image advanced in elementary readers, all boys are not brave adventurers and omnipotent problem solvers. Real boys sometimes even show their emotions and cry (although from the accounts presented in elementary readers, one might readily assume that due to genetics, boys are born without emotional capacity).

"Throughout the pages of elementary texts, boys receive additional lessons in the hidden curriculum of sex role stereotypes. The adult male is rarely shown changing a diaper, cooking a meal, or helping with the housework. One would have to undergo a comprehensive and intensive search to discover any men portrayed in nonstereotyped occupations, whether it be as an artist, dancer, or an elementary school teacher. Textbooks prescribe very definite limits for boys, and stereotype their personal attributes, activities, emotions, parental responsibilities, and occupations. Boys learn that to be passive, talented in the arts, uncompetitive, unmechanical and unathletic is to seriously jeopardize their ability to earn society's stamp of approval, and become 'a real man.'

Lesson 3: Imbalance/Selectivity

"When an author begins a text, she/he is faced with an enormous amount of data through which to cull and sift in order to select those events, studies, people or groups of people to emphasize. Research shows us that a pattern of bias is often reflected in both this selection and emphasis process. For example, Janice Trecker's study of widely used secondary history textbooks discloses that many of these texts actually provided more information on women's skirt lengths and on the Gibson Girl than on women's suffrage or their struggle for civil and political rights. One text included five pages on the six-shooter and not five lines on the life of the frontier woman.9/ In general, observers comment that history as it is recorded by our texts is a chronicle of wars and kings. There has been a corresponding de-emphasis on the lives of common people and of spheres such as homelife and cultural and artistic endeavors where women's influence and contributions have been profound.

"Further, there may be imbalance when textbooks reflect only one perspective, aspect or interpretation of a particular issue, situation, event, person, or group of people. Textbooks are replete with examples of this imbalance in the portrayal of women, and other minority groups as well. For example, in their portrayal of the temperance movement of the late 19th century, many U.S. historians make a caricature of Carrie Nation and her axe, and omit explanations of the terrible abuses suffered by families of alcoholics. The temperance movement came at a time in our history when there was virtually no divorce, men controlled the property of their wives, and men were given the custody of the children in any dispute. Since working women faced social ostracism, most women were confined to the home, and sometimes to the abuse of an alcoholic husband. To caricature the temperance movement, without describing the devastating problems it attempted to resolve represents a clear example of bias through selectivity and imbalance.

"These forms of imbalance apply to other groups as well. For example, history texts emphasize the origins and heritage of European settlers in the new world, while the roots of African Americans are given scant discussion --or none whatsoever. In the history of Native Americans, Federal relations are frequently described in terms of treaties and 'protection' rather than with reference to broken treaties and government appropriation of native lands.

Lesson 4: Unreality

"Many researchers have remarked upon the tendency of instructional materials to ignore the facts which are unpleasant, controversial, or which do not conform with the stated value system of the white male dominant culture. Textbooks often ignore the existence of prejudice, sexism, racism, discrimination, exploitation, oppression, and intergroup conflict. For example, they often do not include portrayals of females who work outside the home. When mention is made of women's employment, it is seldom accompanied by any reference to the kinds of jobs women hold or the discrimination many female workers experience. The desire of many textbook authors to shy away from controversial topics and issues has led to the exclusion of an event which has had profound impact on women's lives. Secondary history books almost completely ignore the development of birth control and the fight for its acceptance by Margaret Sanger.

"The portrayal of the American family in basic reading texts is another example of the textbook tendency to avoid the unpleasant and skirt the controversial. A perusal of textbooks today as well as a brief reminiscence of readers we used as children will probably conjure up images of a two-parent, two-child family, the older child a boy, the younger a girl. There may also be a dog called Spot. There is little portrayal of divorce, the single-parent family, or of families without children.

"This aura of unreality also characterizes treatment of the minority groups. Many contemporary textbooks focus on the achievements of individual Black heroes and neglect the current status and problems of the large majority of Black people. Others avoid reference to the contemporary situation of Native peoples within America.

Lesson 5: Fragmentation/Isolation

"Bias through fragmentation and isolation takes two primary forms. First, content regarding women or minority groups may be physically or visually fragmented and isolated, and delivered only in separate chapters (e.g., 'Bootleggers, Suffragettes and Other Diversions'), or even in boxes to the side of a page (e.g., 'Ten Distinguished Black Americans'). Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant cultures. Fragmentation and isolation imply that the history, experiences, and situations of females and minorities are somehow entirely unrelated to those of the dominant culture (usually white, Anglo-Saxon, Protestant, and male).

Lesson 6: Linguistic Bias

"Many biased readers contain appalling numbers of direct quotes which disparage the intelligence, competence, and worth of females. However, it is not only through its explicit content but through its very structure that language conveys sex bias. The linguist, Benjamin Whorf, has noted that:

> '. . .language is more than a reflection of the structural arrangements in society. It is intimately linked to the creation and perception of reality itself. Eliminating biased terminology is one concrete way to change and to correct the way we view ourselves and others.' 10/

"There are many subtle ways that language causes us to create and perceive a biased reality. Textbooks frequently use masculine terms and phrases, 'Our forefathers' or 'Man and His World,' to refer to all people. Use of the pronoun 'he' continually emphasizes the one sexedness of the textbook world. Biased occupational terms such as policeman, mailman, and fireman, limit and deny the occupational potential of half the readers. Imbalance in word order (boys and girls, men and women, he or she) with the male continually taking first place is another form of bias through language.

IMPACT

"In a comprehensive review of the research, Zimet concludes that the content of books does affect the attitudes and behavior of readers, both children and adults.11/ It is useful to take a brief look at the potential ways these various forms of bias may impact on our elementary and secondary students.

- *Exclusion and invisibility may provide our students with a fallacious view of the composition of the world in which they live. For students of the excluded group or groups, the effect of their own invisibility is to deny them an affirmation of their very existence and to convey to them a message of insignificance in relation to the total society.*

- *Stereotyping denies students a knowledge of the diversity, complexity, and variation which characterize any group of human beings. Persons who see themselves portrayed only in stereotypic ways may internalize these stereotypes, and fail to identify and develop their own unique abilities, interests, and potential.*

- *Imbalance limits student knowledge of the various perspectives and interpretation which must be applied for a complete understanding of historical and contemporary realities.*

- *Unreality and avoidance give students only a partial portrait of our nation, its development, and of the information they need to deal intelligently with their contemporary world.*

- *Fragmentation and isolation deny students knowledge of the influence and the contributions of women and other minorities to contemporary society.*

- *The very structure of the language encourages students to construct a biased perception of themselves, of others, and of the reality of their world.*

"The challenge to educators is not only to call for the publication of bias-free texts, but to neutralize the hidden curriculum in the millions of textbooks already in use in classrooms across the nation. If past experience is any guide, many of these books will still be in use in the year 2000.

"We shall suggest several methods for teachers to alert their students to the biased lessons of the hidden curriculum, and to take affirmative steps to supplement textbooks. The first step is for educators to be able to analyze texts, locate and neutralize bias. Shortly, we shall have the opportunity to develop and refine these bias-detecting skills."

B. Questions and Answers 5 minutes

After completing the lecturette, the facilitator should allow about five minutes for participant questions. The facilitator also may choose to respond to questions during the lecturette. Whether questions are encouraged during or after the lecturette, two standard cautions are in order. Questions and responses should not represent significant digressions from the main purposes of the lecturette, and the facilitator should ensure that adequate time remains for the other planned activities.

C. Individual activity--"Identifying Sex Bias in K-12 Instructional Materials--Case Studies" 15 minutes

The purpose of this individual participant activity is to provide participants with practice in identifying and remedying biased instructional materials. Participants are provided with a "Summary of the Forms of Bias in Curricular Materials," which describes and gives examples of the forms of sex bias. This summary can be used to help participants as they analyze and rewrite samples of sex bias found in textbooks.

The facilitator should introduce the activity with comments such as:

"Although textbook publishers are beginning to recognize the problem of sex bias and are working to remove biased content and illustrations, the textbooks in classrooms today will probably be in use for many years to come. Therefore, it is important that each of us be able to analyze curricular materials and be able to identify sex bias. In addition, we should be able to remedy the bias by suggesting changes and revisions which are bias free. You may eventually teach these skills to your own students, and provide them with the abilities needed to recognize and change sex-biased materials.

"During the next few minutes, you will have the opportunity to analyze sample curricular excerpts for sex bias. Teacher Educator Worksheet 3, 'Identifying Sex Bias in K-12 Instructional Materials,' is provided for this purpose. Most of these excerpts have been adapted or quoted directly from textbooks currently being used in grades K through 12. In each case you will be asked to evaluate the text excerpt and determine if sex bias is present. If it is not, you can immediately go on to the next case. But if you do find sex bias, you should identify the form of bias (sexist language, stereotyped presentation, etc.) and suggest how you would rewrite the text to eliminate the bias. You may find the 'Summary of the Forms of Bias in Curricular Materials,' Teacher Educator Worksheet 2, as a useful reference for this exercise.

"You will have about 15 minutes to complete this activity, and then we shall discuss your responses."

D. Small group discussions 10 minutes

After approximately 15 minutes of individual work on this activity the facilitator should ask the participants to form small groups of about four to six members. Each group should review the worksheet and compare responses. The facilitator should circulate among the groups and note any questions or issues which should be discussed by the total group.

E. Total group processing 10 minutes

After participants have had approximately 10 minutes to complete and compare responses to the worksheet in small groups, the facilitator should call together the total group to review and process this activity. The facilitator should review the responses to this exercise provided in Teacher Educator Worksheet 3A. Participants should be encouraged to raise specific questions and issues which emerged in their small group activities. The facilitator should also raise issues that he/she noted during the small group session. In addition, the facilitator may wish to raise the following questions at this time:

- Which forms of sex bias in instructional materials were most difficult for you to identify?
- Which forms of sex bias were most difficult for you to rewrite?
- If you were to teach this skill to your own students, what methods and approaches would you use to facilitate their understanding of the process of analyzing textbooks for sex bias?

The facilitator should emphasize that awareness of the bias in textbooks, and of its many and subtle forms, is the first step to neutralizing its harmful impact on children.

IV. BREAK TIME REQUIRED: 10 MINUTES

V. SEX BIAS IN TEACHER EDUCATION MATERIALS TIME REQUIRED: 30 MINUTES

(A) Lecturette--"Analysis of Sex Bias in Teacher Education Material: The Next Frontier" (5 minutes)
(B) Small group discussions--"Identifying Sex Bias in Teacher Education Instructional Materials" (15 minutes)
(C) Total group processing (10 minutes)

Purpose of the activity:

The purposes of the activity are:

- to provide participants with a conceptual data base regarding the issue of sex bias in teacher education materials
- to provide participants with the opportunity to apply the knowledge acquired from analyzing sex bias in K-12 instructional materials to teacher education materials
- to provide participants with the opportunity to predict the forms of sex bias in teacher education materials

Materials needed:

For participant use:

- "Summary of the Forms of Bias in Curricular Materials"--Teacher Educator Worksheet 2
- "Identifying Sex Bias in K-12 Instructional Materials--Case Studies"--Teacher Educator Worksheet 3
- "Sex Bias in Teacher Education Materials: A Prediction Sheet"--Teacher Educator Worksheet 4

For facilitator use:

- "Identifying Sex Bias in Teacher Education Materials: A Prediction Sheet and Sample Responses"--Teacher Educator Worksheet 4A

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review Teacher Educator Worksheet 4A--"Identifying Sex Bias in Teacher Education Materials: A Prediction Sheet and Sample Responses"
- review the suggested lecturette and adapt it to accommodate unique group needs or facilitator style

Procedure:

A. Lecturette--"Analysis of Teacher Education Materials: The Next Frontier"

The purpose of this lecturette is to provide participants with an overview of the available data base concerning sex bias in teacher education materials and to apprise them of the need for further research and dissemination in this area.

Suggested lecturette:

"During the last hour, we had the opportunity to analyze the way the various forms of sex bias emerge in elementary and secondary instructional materials. We also had the opportunity to revise these materials to eliminate this bias. Hopefully the worksheet that you received, 'Summary of the Forms of Bias in Elementary and Secondary Curricular Materials,' will be helpful as you work with students in your teacher education classes. This sheet can help to prepare them to identify sex bias in the instructional material that they will be using as teachers. This is a critical skill for them to develop.

"It is equally important for those responsible for preparing teachers to examine the teacher education textbooks that are in use in college and university courses. Each year, over 2000,000 prospective teachers graduate from our teacher preparation institutions. They hold significant power for providing sex equity in our elementary and secondary schools. Teacher education textbooks represent a critical ingredient in determining the way these future teachers are prepared to work with children. These texts have the potential for decreasing sex bias in teacher attitudes or behavior. They can provide significant discussion of the way sex role stereotyping limits the potential of both female and male students. They can analyze existing solutions, such as Title IX, that attempt to eradicate the nature and impact of sex discrimination. These texts can encourage future teachers to be aware of and committed to educational equity. Or, through omission and stereotyping in narrative and illustrative material, they can reinforce or create biased attitudes and behaviors. Their content is critical.

"Despite the crucial importance of teacher education materials, they, unlike K-12 materials, have not been subjected to extensive analysis. In fact only scant analysis has been done on higher education texts in general. One of the few studies at this level analyzed the 13 textbooks most commonly used in graduate psychology courses. Findings indicated that women were substantially underrepresented and that language was overwhelmingly sex biased. 12/

"At this point, there has been no well-documented analysis of sex bias in teacher education texts. There is no widespread awareness of or concern over potential sex bias that may characterize these instructional materials.

"One very rudimentary study suggests that there is a critical need for research and dissemination in this area. Seven recently published 'Introduction to Education' texts were randomly selected for review. Five of these books did not include any mention whatsoever of sexism or the need for sex equity. One 500-page text did include the topic, but treatment was confined to a single inaccurate paragraph about Title IX.[13] *While it is impossible to generalize from such preliminary findings, they do point to a pressing need for a thorough and extensive examination of the materials we use to prepare our teachers. This represents an important new frontier for the attainment of sex equity in education.*

"It is likely that many of the forms of bias that characterize K-12 materials will also be found in our teacher education texts. Consequently, we have to continually keep in mind issues of invisibility, stereotyping, imbalance, unreality, isolation, and linguistic bias when we select instructional materials for preservice and inservice instruction."

After completing the lecturette, the facilitator should pause briefly for questions.

B. Small group discussions--"Identifying Sex Bias in Teacher Education Materials--A Prediction Sheet" 15 minutes

The facilitator should begin the activity by asking participants to turn to participant Worksheet 4 in their materials which is entitled, "Identifying Sex Bias in Teacher Education Material-- A Prediction Sheet." She/he may introduce the activity with comments such as the following:

"We will now move into an exercise that will give us an opportunity to apply bias-detecting skills to teacher education material. How may sex bias characterize the materials that are used to prepare teachers? What are the specific ways in which this bias may emerge?

"For the next 15 minutes we will be working in small groups to identify, as specifically as possible, the potential nature and forms of sex bias in teacher education materials."

The facilitator should go over the directions on Worksheet 4 with the participants. If participants exhibit initial confusion, the facilitator may choose to provide a few more examples that she/he selects from Teacher Educator Worksheet 4A.

The facilitator should then ask the participants to form groups of four or five persons each and answer the questions as completely and specifically as possible. During this time the facilitator should circulate among the groups to ensure that the participants understand the directions and are involved in the activity. If any group is having difficulty with the exercise, the facilitator(s) should serve as a catalyst, but avoid dominating the activity.

C. Total group processing 10 minutes

After 15 minutes of small group discussion, participants should be reconvened in the total group to discuss the questions. A sample of some of the responses to the questions should be shared with the entire group. The facilitator is directed to Teacher Educator Worksheet 4A "Identifying Sex Bias in Teacher Education Material: A Prediction Sheet and Sample Responses" which provides sample responses for each course identified on the worksheet. In addition, a number of generic responses are also provided. The facilitator should use the answer sheet as a guide, keeping in mind that a comprehensive study has yet to be done in this field, and many other appropriate responses are possible.

VI. THE CURRICULAR RESPONSE TO SEX-BIASED MATERIALS

TIME REQUIRED: 30 MINUTES

(A) Lecturette--"Sex-Fair and Affirmative Instructional Materials" (7 minutes)
(B) Individual activity--"Distinguishing Between Sex-Fair and Affirmative" (13 minutes)
(C) Total group processing (10 mintues)

Purposes of the activity:

The purposes of the activity are:

- to provide participants with an overview of the nature and purposes of sex-fair and affirmative materials
- to provide participants with an opportunity to distinguish between biased, sex-fair, and affirmative instructional materials
- to provide participants with the opportunity to write sex fair and affirmative material

Materials needed:

For participant use:

- "Distinguishing Between Sex Fair and Affirmative"--Teacher Educator Worksheet 5

For facilitator use:

- "Distinguishing Between Sex-Fair and Affirmative-Answer Guide"--Teacher Educator Worksheet 5A

Facilitator preparation required:

The facilitator should:

- thoroughly review all participant materials and Worksheet 5A
- review suggested lecturette and adapt it to accommodate unique group needs or facilitator style

Procedure:

A. Lecturette--"Sex-Fair and Affirmative Instructional Materials" 7 minutes

The purpose of this lecturette is to provide participants with an overview of the nature and purposes of sex-fair and affirmative materials.

Suggested lecturette:

"We have now examined the forms of sex bias that appear not only in K-12 materials but in teacher education texts as well. As we have proceeded with our analysis, you have probably been very much aware that there are degrees of bias. Perhaps some material has been so blatantly offensive that it has surprised or even shocked you. In other cases, the bias is very subtle and it is necessary to look closely and carefully to discover its existence.

"You have not only been analyzing texts to identify bias, but you have also been developing your skills in revising materials in order to create bias-free material. When you work with teacher education students in your classrooms, it is important to give them this dual experience of analysis and revision if they are to gain a thorough and comprehensive understanding of the nature of sex bias in instructional material.

"As you have practiced rewriting biased material and have shared your responses in small and large groups, perhaps you have noted that there are *degrees* of emphasis in the creation of nonsexist material. In fact, two *kinds* of nonsexist material have been identified, sex-fair and affirmative.

"Sex-fair material reflects a philosophy of equal and fair treatment for males and females. Completely sex-fair material would be characterized by an absence of the six forms of bias we have discussed. 'Sex-fair' is basically the position of those publishing companies that have issued guidelines to ensure the future development of bias-free elementary and secondary texts. The first enunciation of specific criteria for sex-fair materials came in 1972 with Scott Foresman's *Guidelines for Improving the Image of Women in Textbooks.*14/ Since then many other publishing companies have also developed their own guidelines.

"While there are some differences in these various guidelines, in general they urge that females and males should be represented in equal numbers in instructional materials and that sex should be presented in a manner free from stereotype. These guidelines indicate that females and males of all racial and ethnic groups should be portrayed accurately in terms of character, temperament, and traits. They should exhibit a full range of human emotions and behavior and should participate in all walks of life and in a wide range of occupational endeavors.

"Further, the guidelines suggest that there should be balance in presenting historical perspectives, and that texts should include a fair portion of materials about or by women. For example, they suggest more extensive discussion of social or cultural history where women have made particularly significant contributions. They indicate that texts should clearly identify the legal, economic, and social barriers of different places and times and the impact these have had on women's activity and achievement.

"Most of the guidelines also reflect the need for greater reality and integration of the historical experiences of women and of their participation in and contribution to contemporary society. They also specify the need to eliminate linguistic bias whenever possible.

"Many who are concerned about sex equity believe that sex-fair materials must be complemented by those that are clearly affirmative in nature and intent. Affirmative materials not only present, but actually emphasize nonstereotyped attitudes, characteristics, and behaviors and the availability of nontraditional occupations and career goals. They stress the aspirations and achievements of girls and women in the face of obstacles and barriers that had to be, and, to varying degrees, still must be overcome.

"The immediate goal of affirmative materials is to combat the present existence of sex bias in school and society. The philosophy here is that, while sex-fair is clearly an improvement over biased materials, it is not sufficient to redress past and present bias. Since females and males are continually bombarded with sexist messages from all aspects of society, it is important to offer students instructional material with strong, positive statements about role models that are clearly nontraditional in their attitudes, behaviors, and goals. Ultimately, when sex bias is eradicated and no longer hampers the abilities or mutes the aspirations of students, affirmative materials may have limited value. Given present conditions, however, they represent a form of nonsexist instructional material that many people consider crucial."

After completing the lecturette, the facilitator may pause briefly for participant questions.

B. Individual activity--"Distinguishing Between Sex-Fair and Affirmative" (13 minutes)

The facilitator should begin the activity by asking participants to turn to participant worksheet 5 in their materials which is entitled, "Distinguishing Between Sex-Fair and Affirmative." She/he may introduce the activity with comments such as the following:

"We will now try an exercise that will help us identify the differences between sex-fair and affirmative materials. For the next few minutes we will be working individually to analyze sample materials to determine which are biased, which are sex fair, and which are affirmative. The fifth worksheet is designed to help you do this and also to refine your skills in developing sex-fair and affirmative material.

"The fifth worksheet contains three sections. First, you are asked to analyze excerpts from children's books and identify them as 'sex-biased,' 'sex-fair,' or 'affirmative.' The second part gives you the chance to analyze teacher education material in the same way. The final section offers an example of a sex-biased passage, and asks you to revise the passage so that it is sex fair. And then you are asked to revise it again, so that it is affirmative.

"This exercise will give you the opportunity to develop both 'sex-fair' and 'affirmative' responses to biased curricular material. After approximately 10 minutes, we will share some of your responses in the total group."

The facilitator then asks the participants to independently complete worksheet 5. The facilitator should make himself/herself available for answering questions by circulating among the groups.

C. Total group processing 10 minutes

After participants have worked at the exercise for approximately ten minutes, the facilitator should reconvene the total group for processing the exercise. The facilitator should review the participant responses to the exercise, and allow time for several participants to offer their sex-fair and sex-affirmative revisions before the total group. (The facilitator is directed to Worksheet 5A which outlines appropriate responses.)

The facilitator should encourage participant evaluations of both sex-fair and sex-affirmative revisions. She/he may ask questions such as the following:

- Do you see yourselves emphasizing either sex-fair or sex-affirmative revisions? Or some combination of the two? Why?

- What methods or procedures would you use in helping your students distinguish between sex-fair and affirmative instructional materials?

VII. SUMMARY AND CONCLUDING REMARKS TIME REQUIRED: 5 MINUTES

Purposes of the activity:

The purposes of this activity are to:

- summarize the activities of the past three hour training session
- provide a transition to the next training activities

Materials needed:

For participant use: None

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- review the suggested concluding remarks, and adapt them to fit unique group needs and facilitator style

Procedure:

The purpose of this final activity is to review the major points of the training session, and to prepare the participants for the following session. The facilitator should make the following comments:

"In the first session of the workshop, we have focused on the role of the teacher as manager of curricular materials. During this time we have:

- *identified the six forms of sex bias in instructional materials*
- *analyzed K-12 curricular materials for sex bias*
- *predicted the nature of sex bias in teacher education texts*
- *differentiated between biased, sex-fair, and affirmative materials*
- *revised biased curriculum into sex-fair and sex-affirmative materials*

"The influential role of curriculum in the classroom suggests that we as teacher educators must pay particular attention to sex bias in this area. Whether in elementary, secondary, or college classrooms, biased material leaves its mark on the hearts and minds of students. The skills acquired in this workshop should prove helpful to you and to the teachers you train in identifying and alleviating this bias.

"But your responsibilities as a teacher educator go beyond the curriculum. In the next session, we shall review how sex bias appears in other areas of classroom life, and how you can reduce and eliminate these other forms of bias as well."

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[1] Bruce Joyce and Marsha Weil, eds., *Perspectives for Reform in Teacher Education* (Englewood Cliffs, New Jersey, Prentice-Hall, 1972).

[2] Discussion of these forms of bias is adapted from "Identifying Bias in Instructional Materials: An Overview of Issues and Research," Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N. W., Washington, D. C.

[3] Women on Words and Images, *Dick and Jane as Victims* (Princeton, New Jersey: Department HPO, Box 2163, 1972).

[4] Lenore Weitzman and Diane Rizzo, *Biased Textbooks* (Washington, D. C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1974).

[5] Women on Words and Images, *op. cit*.

[6] K. DeCrow, "Look, Jane, Look! See Dick Run and Jump! Admire Him!", S. Anderson, ed., *Sex Differences and Discrimination in Education* (Worthington, Ohio: Charles R. Jones, 1972).

[7] Weitzman and Rizzo, *op. cit*.

[8] Women on Words and Images, *op. cit*.

[9] Janice Trecker, "Women in U. S. History Textbooks," *Social Education* 35, No. 3 (March 1971), p. 249.

[10] *Avoiding Stereotypes*, quoted in Houghton Mifflin (Boston: Houghton Mifflin, 1975).

[11] Sarah Goodman Zimet, Print and Prejudice (London: Hadder and Stoughton in association with the United Kingdom Reading Association, 1976).

[12] Task Force on Issues of Sexual Bias, "Guidelines for Nonsexist Use of Language," American Psychologist 30, No. 6 (June 1975), pp. 682-684.

[13] David Sadker and Myra Sadker, unpublished study, American University, 1977.

[14] Improving the Image of Women in Textbooks (Glenville, Illinois: Scott Foresman, 1972).

PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN THE CLASSROOM, THE SCHOOL, AND THE COMMUNITY

Outline for Session B for Teacher Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

SEX EQUITY IN TEACHER EDUCATION:
PREPARING TEACHERS TO ANALYZE AND ALLEVIATE
SEX BIAS IN THE CLASSROOM, THE SCHOOL, AND THE PROFESSION

APPLICATION SESSION B
FOR TEACHER EDUCATORS

Session Specifications

Session population: Individuals involved in pre- and inservice teacher education from local education agencies, state departments of education, and departments, schools and colleges of education at public and private colleges and universities.

Session objectives: The objectives for Application Session B include:

- to provide participants with a conceptual data base regarding sex bias in instructional procedures
- to provide participants with a context for understanding the significance and rationale for training teachers to identify and eliminate sex bias from instructional procedures
- to provide participants with the opportunity to identify and correct sex bias in selected examples from classroom instruction
- to provide participants with the opportunity to apply the information acquired from analyzing sex bias in K-12 instructional practices to teacher education classrooms
- to provide participants with the opportunity to predict the forms of sex bias in instructional interaction in teacher education classrooms
- to provide participants with the opportunity to inventory and plan to reduce sexist instructional practices in their own classrooms
- to provide participants with a conceptual framework and rationale concerning affirmative teaching strategies
- to provide participants with practical examples of affirmative teaching strategies to be utilized by teacher education students in K-12 classrooms
- to provide participants with the opportunity to adapt and develop affirmative teaching strategies for the teacher education classroom

- to provide participants with a rationale for preparing teachers as institution builders and as scholars

- to provide participants with an opportunity to relate the functions of institution building and scholarship to specific actions directed toward eliminating sex bias

- to provide participants with a rationale for teacher educator involvement in institution building and scholarship for eliminating sex bias from teacher education programs

- to provide participants with an opportunity for individual action planning in eliminating sex bias from their teacher preparation programs

Time required: Three hours

Materials needed:

For participant use

- "Summary of the Forms of Sex Bias in Instructional Procedures, K-12"--Teacher Educator Worksheet 6

- "Identifying Sex Bias in Instructional Procedures-- Case Examples"--Teacher Educator Worksheet 7

- "Assessing Sex Bias in the Classroom: An Observation Sheet"--Teacher Educator Worksheet 8

- "Identifying Sex Bias in Teacher Education Courses: A Prediction Sheet"--Teacher Educator Worksheet 9

- "Self-Analysis Action Plan"--Teacher Educator Worksheet 10

- "Sequencing Teaching Strategies to Combat Sex Bias"--Teacher Educator Worksheet 11

- "Developing Affirmative Teaching Strategies for the Teacher Education Classroom"--Teacher Educator Worksheet 12

- "Teacher as Institution Builder"--Teacher Educator Worksheet 13

- "Teacher as Scholar"--Teacher Educator Worksheet 14

- "Teacher Educator as Scholar and Institution Builder: Recommendations for Action"--Teacher Educator Worksheet 15

- "Teacher Educator as Scholar and Institution Building: Action Planning"--Teacher Educator Worksheet 16

- "Workshop Evaluation Form"--Teacher Educator Worksheet 17

For facilitator use:

- Teacher Educator Worksheet 7A
- Teacher Educator Worksheet 9A
- Teacher Educator Worksheet 12A
- Charts on newsprint, acetate, or chalkboard:
    - "Roles of the Teacher" (see Section I of Application Module A)

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who posses both subject matter expertise and group process skills, and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturettes and adapt them to accommodate unique group needs and facilitator style

- Opening comments (Section I)	5 minutes
- "Forms of Sex Bias in Instructional Procedures" (see Section II)	25 minutes
- "The Nature and Purpose of Affirmative Instruction" (see Section V)	5 minutes
- "The Role of the Teacher Beyond the Classroom Door" (see Section VI)	5 minutes
- "Teacher Educators as Institution Builders and Scholars" (see Section VI)	5 minutes
- "Concluding Remarks" (see Section VII)	5 minutes

- prepare charts as identified in "Materials needed" listing of each section

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies required: Overhead projector, transparencies, chalkboard and chalk or newsprint and marker, pencils for each participant

PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN THE CLASSROOM, THE SCHOOL, AND THE PROFESSION

APPLICATION SESSION B

Session Agenda

I.	OPENING COMMENTS	TIME REQUIRED: 5 MINUTES
II.	FORMS OF SEX BIAS IN INSTRUCTIONAL PROCEDURES	TIME REQUIRED: 60 MINUTES
	A. Lecturette--"Forms of Sex Bias in Instructional Procedures"	(25 minutes)
	B. Questions and Answers	(5 minutes)
	C. Individual activity--"Identifying Sex Bias in Instructional Procedures-- Case Examples"	(10 minutes)
	D. Small Group Discussions	(10 minutes)
	E. Total Group Processing	(10 minutes)
III.	SEX BIAS IN TEACHER EDUCATION CLASSROOMS	TIME REQUIRED: 40 MINUTES
	A. Introduction	(5 minutes)
	B. Individual Activity--"Identifying Sex Bias in Teacher Education Courses: A Prediction Sheet"	(10 minutes)
	C. Small Group Discussions	(10 minutes)
	D. Total Group Processing	(5 minutes)
	E. Individual Activity--"Self-Analysis Action Plan"	(10 minutes)
IV.	BREAK	TIME REQUIRED: 10 MINUTES
V.	AFFIRMATIVE TEACHING STRATEGIES TO COMBAT SEX BIAS	TIME REQUIRED: 30 MINUTES
	A. Lecturette--"The Nature and Purpose of Affirmative Instruction"	(5 minutes)
	B. Small Group activity--"Adapting Affirmative Instructional Strategies to Teacher Education Classrooms"	(15 minutes)
	C. Total Group Processing	(10 minutes)
VI.	ALLEVIATING SEXISM THROUGH INSTITUTION BUILDING AND SCHOLARSHIP	TIME REQUIRED: 30 MINUTES
	A. Lecturette--"The Role of the Teacher Beyond the Classroom Door"	(5 minutes)
	B. Total Group Processing	(10 minutes)

C. Lecturette--"Teacher Educators as Institution Builders and Scholars" (5 minutes)
D. Individual activity--"Action Planning" (10 minutes)

VII. CONCLUDING REMARKS TIME REQUIRED: 5 MINUTES

TOTAL TIME REQUIRED: 180 MINUTES

I. OPENING COMMENTS

TIME REQUIRED: 5 MINUTES

Purpose of the activity:

The purpose of this activity is:

- to provide participants with an overview of the activities in this module

Materials needed: None

Facilitator preparation required:

The facilitator should:

- thoroughly review the total session outline
- review the suggested introductory remarks and adapt them to accommodate unique group needs and facilitator style

Procedure:

The facilitator and any persons assisting with the session should be introduced if they have not been involved in the workshop to this point. The facilitator may wish to introduce the session with comments such as the following:

"During the first application module, we had the opportunity to explore sex bias as it emerges in curricular materials. We also had the opportunity to respond to bias in books, both the K-12 texts and teacher education texts as well.

"But it is not on the pages of books alone that children learn about sex bias. Bias also emerges in the way that teachers interact--or fail to interact--with students. The manner of teacher-student interaction sends messages to both boys and girls about how they are valued, what expectations they are to fulfill, what rewards they will receive, and what behaviors will be punished. And research indicates that generally teachers are far from fair in their teaching styles and exhibit sex-biased behaviors. How to detect biased interactions and how to correct them will be dealt with in this module.

"This final application session will also provide the opportunity to view the larger role of teachers beyond the classroom. We shall consider the teacher in relation to the school at large, and to educational scholarship. What role can the classroom teacher play in creating a more sensitive, sex-fair school system? How can the classroom teacher contribute to the development of a body of sex-fair research? And whether we are looking at the teacher as institution builder, or scholar, or manager of classroom

interaction, we will always come back to our role as teacher educators and how we can prepare teachers to be free of sex bias in all these roles and responsibilities."

II. FORMS OF SEX BIAS IN INSTRUCTIONAL PROCEDURES TIME REQUIRED: 60 MINUTES

(A) Lecturette--"Forms of Sex Bias in Instructional Procedures"	(25 minutes)
(B) Questions and answers	(5 minutes)
(C) Individual activity--"Identifying Sex Bias in Instructional Procedures--Case Examples"	(10 minutes)
(D) Small group discussions	(10 minutes)
(E) Total group processing	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a conceptual data base regarding the issue of sex bias in instructional procedures
- to provide participants with a context for understanding the significance and rationale for training teachers to identify and eliminate sex bias from instructional procedures
- to provide participants with the opportunity to identify and correct sex bias in selected examples of classroom instruction

Materials needed:

For participant use:

- "Summary of the Forms of Sex Bias in Instructional Procedures, K-12"--Teacher Educator Worksheet 6
- "Identifying Sex Bias in Instructional Procedures--Case Examples"--Teacher Education Worksheet 7

For facilitator use:

- acetate transparency or newsprint charts containing the following key emphasis points of lecturette:

Invisibility

Boys are given more of the teachers' classroom attention

Stereotyping

Through teacher verbal behavior and expectations, female and male students can be channelled into separate roles, activities, and behaviors

Fragmentation/Isolation

Teacher initiation or acceptance of sex-segregated groupings

Linguistic Bias

Use of masculine terminology to refer to all people
Use of derogatory terminology to refer to members of one sex

Imbalance/Selectivity

Heavier instructional emphasis on cognitive disabilities that trouble males

Unreality

Critical need for teachers to recognize the reality of sex bias in classroom instruction. Only after this awareness can we work toward its elimination

- Teacher Educator Worksheet 7A

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs or facilitator style
- prepare key points of lecturette on individual acetate transparency or newsprint chart
- review Teacher Educator Worksheet 7A

Procedure:

A. Lecturette--"Forms of Sex Bias in Instructional Procedures" (25 minutes)

The purpose of this lecturette is to provide participants with a conceptual data base concerning sex bias in instructional procedures and with a rationale for training teachers to recognize and eliminate this bias. Before beginning the lecturette, the facilitator should make sure that acetate transparency or newsprint chart sequence is readily accessible for displays; reference should be made to these materials at appropriate times during the lecturette.

Suggested lecturette:

"In the first application session, we spent a good deal of time in developing skills for identifying sex bias in instructional materials. We saw how --through what a textbook author chooses to include or to gloss over, through points that are emphasized and interpretations that are omitted, through the way characters are shaped and portrayed, and through the very nature of the language itself --individual bias can emerge in textbooks and have impact at the institutional level.

"Just as curricular materials teach lessons not only in math, social studies, and reading but in sex bias, so, too, in related ways, instructional procedures become part of the hidden curriculum and can transmit sexist lessons to students. Through the myriad of ways teachers manage the instructional climate of the classroom, students learn about who and what is important, the attitudes and behaviors they should exhibit, and the roles and occupations to which they should aspire. And sometimes, as with curricular materials, these lessons can be harmful to entire groups within our population.

"As we spend some time analyzing the way bias may characterize instructional management, it is important to keep in mind that in many cases the research we'll be discussing is based on data regarding white middle class students; it is not generalizable to instructional treatment of minority students. In fact, sex-biased instructional procedures as they relate to minority students is an area in which there is a critical need for further research.

"Before we begin analyses of sex bias in the instructional management of the classroom climate, it is important to set forth a few caveats. We all know the complex data on teacher effectiveness, and we've read studies that show conflicting results when attempts are made to relate teacher behavior to student output. We all know the subtleties and complexities of the classroom environment where an enormous number of variables come into play. Given this general framework, we must be cautious as we begin to interpret how sex bias operates and impacts in the classroom. However, we must not become paralyzed by the complexity of the research data, for we have a good deal of evidence and logical basis, both psychologically and philosophically, to make interpretations and to draw potential conclusions concerning sex bias in the classroom.

"With these cautions in mind, we will examine the six forms of bias--invisibility, stereotyping, fragmentation, linguistic bias, imbalance, and unreality--as they appear in the instructional procedures through which teachers manage the classroom environment.

Invisibility

"If we were to visit a teacher's room at the end of the year and ask teachers to recall their most memorable and/or outstanding students, it would be likely that the preponderance of names that we would collect would belong to males. In fact, there is a good deal of data to suggest that males are the salient and visible members of classrooms.

"One way this saliency is manifested is through verbal interaction patterns between students and teacher. Boys are not only reprimanded more (one study shows them receiving 8 to 10 times as many control messages as do girls) but they also appear to be talked to and listened to more frequently than their female counterparts. 1/ & 2/ In short, while the research is not conclusive, it appears that a pattern is formed through which boys receive more of the teacher's active verbal attention.

"More recent research is disclosing many subtle differentiations that take place through verbal interaction. For example, one group of researchers has found that teachers most frequently reprimand boys for creating disturbances or discipline problems in the classroom. They most frequently praise boys for academic performance. The praise pattern for girls is almost completely reversed. Teachers usually reward girls for nonacademic behaviors--for being neat, clean, polite, and quiet. When girls receive punitive messages, it is usually for their academic performance. 3/

"Serbin and her colleagues have demonstrated other subtleties in the ways teachers differentially distribute praise to females and males. She found that girls are more likely to receive positive reinforcement if they stand close to their teachers while, for boys, reinforcement is not dependent on proximity to the teacher. 4/

"So interaction data suggest that girls are less visible and less audible in classrooms than are boys. They seem to get less of the teacher's attention. Further, teachers are likely to offer them reward and praise not for academic performance but for being polite and quiet and for proximity-seeking behavior.

"Exclusion and invisibility may occur not only through interaction patterns, but also through the physical aspects of the classroom. If posters, pictures, newspaper clippings, and other visual material exclude females and minority group members, students are being offered a 6-hour a day lesson in bias through invisibility.

Stereotyping

> 'Oh no! The projector is broken again. I need a young man with some good mechanical aptitude who can come up here and fix it.'
>
> 'Girls, would you please pour the punch and pass out the refreshments for the class party.'
>
> 'Well, John, your performance in my class shows that you have good scientific aptitude. And I know from talking with you that you like working with people and helping them. Have you been thinking about medicine as a career--perhaps becoming a doctor?'
>
> 'Well, Joan, your performance in my class shows that you have good scientific aptitude. And I know from talking with you that you like working with people and helping them. Have you been thinking about medicine as a career--perhaps becoming a nurse or a lab technician?'

"Perhaps these comments--or different versions of them--may sound familiar to you. They are verbal reflections of the way teachers frequently stereotype students, assuming that the male half of our population has in common one set of abilities, interests, values, and roles and the female half of our population has in common another set of abilities, interest, values, and roles. Such stereotyping generally reflects oversimplified attitudes and completely ignores individual differences.

"The stereotyping in the examples above actually surfaced at a verbal level. However, when teachers hold biased expectations about student behavior, these may be transmitted more subtly. The term 'teacher expectations' or 'self-fulfilling prophecy' may elicit a variety of reactions among you because there have been so many conflicting reports about this phenomenon.

"You'll remember that several years ago Rosenthal and Jacobson randomly designated an average of five children per class as academic 'spurters.' The teachers were given the names of these 'spurters' and the findings of the study indicated that if teachers expected intellectual blooming in specific children, such gains would, in fact, result. Further, teachers described the randomly selected experimental children as being happier, more curious, more interesting and having a better chance for success in later life than control subjects. 5/

"Since this pioneering study to uncover some of the teacher/pupil interactive dynamics, there have been numerous studies which attempt to replicate it with many conflicting conclusions. However, after a thorough summary of the research on teacher expectations, Braum indicates that philosophically and psychologically the phenomenon of teacher expectations must be considered seriously. 6/

"There is only limited data on the differential expectations teachers hold for their female and male students. In one study, junior high school teachers were asked to select adjectives that they felt would describe good male and good female students. Here are their responses:

Adjectives Describing
Good Female Students

appreciative
calm
conscientious
considerate
cooperative
mannerly
poised
sensitive
dependable
efficient
mature
obliging
thorough

Adjectives Describing
Good Male Students

active
adventurous
aggressive
assertive
curious
energetic
enterprising
frank
independent
inventive 7/

These columns reflect stereotypes in miniature of the female and male roles.

"In another study, Parlady investigated the effect of teachers' beliefs on pupils' achievement and concluded that if teachers believe that first grade boys will do as well in reading as girls, then this, in fact, will happen. Conversely, if teachers do not expect boys to do as well as girls, then, in fact, their reading performance will be lower. 8/

"Braun concludes as a result of his analysis of teacher expectations research: ''Teachers need to be sensitized to the biases and stereotypes they hold and encouraged to examine these seriously in relation to their classroom behavior. After all, it is the 'teacher expectation of the pupil' and the vicious circle it triggers that will determine largely the child's self-image, and ultimately, academic success or failure. 9/

"Stereotypes teachers hold for their students on the basis of sex, race, class, or ethnicity may be manifested not only in the interpersonal climate of the classroom but in the physical structure as well. Displayed materials, showing boys active and girls passive and showing women primarily or solely as homemakers and men engaged in a variety of occupations are continual visual reminders of limited options and alternatives.

Fragmentation/Isolation

"Fragmentation or separation on the basis of sex is another way that bias emerges in instructional management of the classroom. There are many ways that this segregation occurs. Teachers may establish separate lining up procedures for female and male students. There may be various academic competitions set up with 'the boys against the girls.' There may be a single-sex interest and work group established.

"Sometimes single-sex interest work and play groups emerge as a phenomenon of peer rather than teacher selection. Then bias may emerge not through teacher initiation but rather through teacher tolerance and acceptance. For example, in elementary school cases of the 'all-boys club-no girls allowed,' teachers may shrug, smile and reflect on how the situation will change one day. However, these same teachers would in all likelihood find a situation of 'no Jews, no Italians, no Blacks allowed' abhorrent and would intervent to stop racial, ethnic, or religious exclusion. Sex separation, whether actively initiated or passively tolerated by the teacher, encourages social and academic isolation of the sexes and denies equality of opportunity and experience.

"As with the previous forms of bias, fragmentation and isolation may also appear in the physical arrangement of the classroom. If visual materials are separated so that there is a single bulletin board of famous contemporary women (or Blacks or Jews or Italians), the message is being transmitted that this group is somehow separated from and tangential to the cultural mainstream.

Linguistic Bias

"The same forms of bias that characterize the language patterns in instructional materials may also be manifested in the teacher's verbal expression. If the teacher subsumes all people under the term mankind, refers to historical figures as our forefathers, continually uses the pronoun he to encompass both females and males, uses biased occupational terms, refers to adult males as 'men' and adult females as 'girls,' uses or accepts student usage of slang terms that reduce women to animal status (chick, bitch, biddy, etc.), then a sex-biased perception of reality is created for students in that classroom.

"Further, linguistic bias may be apparent in all forms of written communication in the classroom--visual displays, letters to students and parents, classroom tests, journals, newspapers, etc. The result is that both verbal and written communication complement each other to reinforce sexist perceptions.

Imbalance/Selectivity

"Encouraging each student to reach his or her full potential is at the heart of the educational process. However, through imbalance in the nature of compensatory instruction and sex-biased selection of those in need of remediation, realization of goals is often denied.

"Before we discuss imbalance of emphasis in the nature of compensatory instruction in our schools, it is important to take a brief look at what we know about sex differences in intellectual abilities and achievement patterns.

"There are many considerations to keep in mind when discussing sex differences. For example, sex difference discussion focuses on average differences between males and females and there is always a great deal of overlap between the sexes. Further, most of the research has been done on white middle class children and findings may not be generalizable to other groups. Studies which result in findings of sex differences are more likely to get published than are findings of no differences (null findings). Consequently, this may result in the establishment of a research data base that magnifies and exaggerates differences that may exist between the sexes. Finally, it is inaccurate to assume that an ability or behavior that is determined to be a sex difference is innate. There must be further study to discover whether the difference is innate or learned.

"According to Jacklin, 10/ there appear to be two intellectual sex differences: verbal abilities and spatial visualization. Starting at about the junior high school years girls get higher average scores on tests of verbal ability while boys get higher average scores on tests of spatial visualization which measure the ability to mentally rotate objects of two and three dimensions. There is evidence that spatial abilities can be directly and quickly taught. There is also a good deal of discussion concerning the potential relationship of spatial visualization abilities to achievement in mathematics.

"The National Assessment of Educational Progress (NAEP) is the most comprehensive research effort to data that has examined educational achievement on a nationwide basis. This indicated that at age nine, males and females show fairly equal scholastic understanding in the areas of mathematics, science, social studies, and citizenship. However, by age 13 females have begun a decline in achievement which continues downward through age 17 and into adult life. It is in the areas of math and science achievement that the disparities between the sexes are most devastating. (An important factor to remember about NAEP data is that there was no attempt to control for the number of math and science courses the students had taken, and traditionally boys take more courses in these two areas.) 11/

"So we find a pattern in which boys have more problems in areas of reading and verbal ability. Girls are more likely to be at a disadvantage in areas related to spatial abilities, mathematics, and science. It is now important to take a look at the selection and balance with which compensatory instruction is delieverd in our schools.

"For years educators have been pondering why Johnny can't read, and the educational literature is filled with articles analyzing the problem and positing solutions. Further, when we consider the nature of the compensatory instruction offered by our school systems, we become aware that a key emphasis in this special instruction is on reading and verbal skills--the main problem areas for boys. In fact, the population serviced by this special instruction is primarily male. According to Gillespie and Fink, one of the 'more interesting stable phenomenon in special education (is) that many more boys than girls are in need of special services.' 12/

"There are many possible explanations as to why males appear to be in greater need of special instruction. However, increasing numbers of educators have begun to consider that there may be more males receiving special instruction because we have selected and emphasized that area of intellectual disadvantage which is most troublesome to male students.

"Only recently have educators begun to ponder why Anne can't do math and why Sally has such a weak comprehension of even the most basic scientific principles which affect her life everyday. Only recently have some educators begun to consider that spatial skills should be taught in our classrooms. And only recently have special programs emerged to help alleviate the particular problems that female students are more likely to have in the area of mathematics. This is particularly critical because so many female students avoid taking math courses, and math has become the 'critical filter' that denies females access to a wide array of occupations.

"So our compensatory instructional programs appear to reflect bias through selection of and emphasis on those cognitive areas which are most troublesome to male students. In contrast, there has been far less attention paid to those cognitive areas in which our female students are more likely to need help.

Unreality

"When teachers are asked whether they institute differential instructional procedures for their female and male students, they often express shock and denial. 'Of course not,' is a typical response. 'I treat the boys and girls in my classroom just the same.' However, when these same teachers are observed, differential instructional patterns are clearly apparent.

"If teachers are to stop the sex bias that is reflected in instructional procedures, it is critical that they recognize the reality of this bias. They must become aware that it exists.

"Teacher educators have a crucial role in helping teachers become aware of the ways that bias may emerge in instructional procedures. This can take place through observation during methods courses, and through appropriate supervision of student teaching. Further, it is critical that teacher educators attend to potential bias in their own teaching procedures and in the way they manage the instructional climate of their own classrooms. If teacher educators model bias in their classrooms, it is likely that the future teachers they instruct will perpetuate this model.

"When sex bias is reflected in the very nature of the instructional process, the potential result is loss of self-affirmation and esteem, loss of academic and occupational potential, denial of equal opportunity, and limitations set on our students' alternatives and options. Teacher educators have a key opportunity in working toward the elimination of this bias and in making the attainment of full potential a reality for all our students."

B. Questions and answers (5 minutes)

After completing the lecturette, the facilitator should allow approximately 5 minutes for participant questions. If the facilitator chooses, she/he may decide to respond to questions during the lecturette. In either case, questions and answers should not represent significant digressions from the main purposes of the lecturette, and the facilitator should ensure that adequate time remains for the other planned activities.

C. Individual activity--"Identifying Sex Bias in Instructional Procedures--Case Examples" (10 minutes)

The purpose of this individual activity is to provide participants with an opportunity to develop their skills in identifying and remedying the various forms of bias in instructional policies and procedures.

Participants are provided with a worksheet, "Summary of the Forms of Sex Bias in Instructional Procedures," which briefly describes and gives examples of the forms of sex bias. This summary can be used to help participants as they analyze and rewrite the "Case Examples of Bias in Instructional Procedures" on Worksheet 5.

The facilitator should introduce this activity with comments such as the following:

"In Application Session A, you had the opportunity to identify forms of sex bias as they appeared in instructional materials. In the next exercise, you will be given the opportunity to apply your sex bias detecting skills to classroom situations. You may wish to refer to Teacher Educator Worksheet 2, 'Summary of the Forms of Bias in Elementary and Secondary Curricular Materials.'

"In each of the cases described on Worksheet 7, 'Identifying Sex Bias in Instructional Procedures--Case Examples,' you must first decide if sex bias is present. If it is, you must then identify the form of bias and suggest what changes in instruction, teacher/student interaction, or the physical environment of the classroom should be made to eliminate the bias. After approximately ten minutes, you will have the chance to discuss your responses in small groups."

D. Small group discussions (10 minutes)

After approximately 10 minutes, participants should be asked to form small groups (about 4-6 participants per group). During this time, they should be encouraged to share their responses, and the facilitator should circulate among the groups and note any questions or issues which should be discussed by the total group.

E. Total group processing (10 minutes)

After participants have had approximately 10 minutes to discuss their responses to Worksheet 7, the facilitator should call the total group together to review and process this activity. Answers to the various case examples should be discussed, and participants should be encouraged to raise specific questions and issues which emerged in their small group activities. The facilitator should also raise issues that she/he noted during the small group sessions. In addition, the facilitator might wish to raise the following questions at this time:

- Which forms of sex bias in instructional materials were most difficult for you to identify?
- Which sex bias "scripts" were most difficult for you to rewrite?
- If you teach this skill to your own students, what methods and approaches would you use to facilitate their awareness and understanding?

III. SEX BIAS IN TEACHER EDUCATION CLASSROOMS

TIME REQUIRED: 40 MINUTES

(A) Introduction	(5 minutes)
(B) Individual activity--"Identifying Sex Bias in Teacher Education Courses: A Prediction Sheet"	(10 minutes)
(C) Small group discussions	(10 minutes)
(D) Total group processing	(5 minutes)
(E) Individual activity--"Self-Analysis Action Plan"	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with the opportunity to apply the information acquired from analyzing sex bias in K-12 instructional practices to teacher education classrooms
- to provide participants with the opportunity to predict the forms of sex bias in instructional procedures in teacher education classrooms
- to provide participants with the opportunity to inventory and plan to reduce sexist instructional practices in their own classrooms

Materials needed:

For participant use:

- "Summary of the Forms of Sex Bias in Instructional Procedures, K-12"--Teacher Educator Worksheet 6
- "Identifying Sex Bias in Instructional Procedures--Case Examples"--Teacher Educator Worksheet 7
- "Assessing Sex Bias in the Classroom: An Observation Sheet"--Teacher Educator Worksheet 8
- "Identifying Sex Bias in Teacher Education Courses: A Prediction Sheet"--Teacher Educator Worksheet 9
- "Self-Analysis Action Plan"--Teacher Educator Worksheet 10

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- thoroughly review Teacher Educator Worksheet 9A
- review the introductory remarks and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Introduction (5 minutes)

The purpose of this activity is to focus the participants' attention from sex bias in K-12 classrooms to biased interactions in teacher education classrooms. The facilitator should introduce this activity with remarks such as the following:

"During the last hour, we had the opportunity to analyze the way various forms of sex bias emerge in classroom instructional procedure. We had the opportunity to identify these biased interactions and to suggest ways of eliminating them. In order to facilitate your ability to identify sex bias in the classroom, we have included an observation sheet in your notebook. Let's briefly review that sheet now. It is entitled, 'Assessing Sex Bias in the Classroom: An Observation Sheet,' Teacher Educator Worksheet 8.

"As you look at this sheet, note that it provides you with specific behaviors to observe and analyze to identify sex bias in the classroom. As you or others on your faculties supervise student teachers, you can utilize this observation form to detect and eliminate bias in instructional procedures and classroom climates.

"But being prepared to remedy sexism in K-12 classrooms is not enough. We must also be aware of sex bias in our own teacher educator programs and courses. What we do speaks far louder than what we say. We must identify and eliminate biased instructional patterns in our classrooms in order to model the unbiased behaviors we wish to teach our students.

"We begin this process by applying the lessons we learned from biased classroom behaviors in the K-12 situations to teacher education classrooms. You will have about 10 minutes to identify or predict how sex bias may emerge in teacher education classrooms. Teacher Educator Worksheet 9 should help you to focus on this task. After your individual work, we will have an opportunity to discuss your responses."

B. Individual activity--"Identifying Sex Bias in Teacher Education Courses: A Prediction Sheet" (10 minutes)

C. Small group discussions (10 minutes)

The participants should be allowed 10 minutes to respond individually to the prediction sheet and 10 minutes to share their responses in small group discussions. The facilitator should circulate among the groups to ensure that problems and questions are quickly resolved. The facilitator may wish to note any specific responses or questions which should be discussed in the total group processing which follows.

D. Total group processing (5 minutes)

The facilitator should encourage a sharing of participant responses within the total group setting. The facilitator is directed to Worksheet 9A which offers several sample responses. The facilitator should keep in mind the limited nature of the research in this area and maintain a receptive attitude to reasonable responses offered by the participants.

E. Individual activity--"Self-Analysis Action Plan" (10 minutes)

Toward the end of the total group processing the facilitator should introduce the Self-Analysis Action Plan, Teacher Educator Worksheet 10. Participants should be encouraged to personalize the last few activities by developing a personal action agenda. Participants should consider the examples of sex bias in teacher education classrooms and prepare any action plan to identify and eliminate sexism in their own classrooms. Although the participants may wish to share and compare their self-analysis action plans, they may also consider them as a personal and private plan for action. No workshop time is specifically identified for sharing these plans. After the plans are developed, participants may go directly to the break.

IV. BREAK TIME REQUIRED: 10 MINUTES

V. AFFIRMATIVE TEACHING STRATEGIES TO COMBAT SEX BIAS

TIME REQUIRED: 30 MINUTES

(A) Lecturette--"The Nature and Purpose of Affirmative Instruction" (5 minutes)
(B) Small group activity--"Adapting Affirmative Instructional Strategies to Teacher Education Classrooms" (15 minutes)
(C) Total group processing (10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a conceptual framework and rationale concerning affirmative teaching strategies
- to provide participants with practical examples of affirmative teaching strategies to be utilized by teacher education students in K-12 classrooms
- to provide participants with the opportunity to adapt and develop affirmative teaching strategies for the teacher education classroom

Materials needed:

For participant use:

- "Sequencing Teaching Strategies to Combat Sex Bias"--Teacher Educator Worksheet 11
- "Developing Affirmative Teaching Strategies for the Teacher Education Classroom"--Teacher Educator Worksheet 12

For facilitator use:

- Teacher Educator Worksheet 12A--"Affirmative Teaching Strategies for the Teacher Education Classroom: Suggested Responses"

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs or facilitator style
- review Teacher Educator Worksheet 12A

Procedure:

A. Lecturette--"The Nature and Purpose of Affirmative Instruction" (5 minutes)

The purpose of this lecturette is to provide participants with a conceptual framework and rationale concerning affirmative teaching strategies.

Suggested lecturette:

"Just before the break, you were asked to examine and consider an observation checklist to help you work with your teachers to eliminate sex bias from their teaching behaviors and their classrooms. We also asked you to consider what action plans you personally might undertake to eliminate potential sex bias from the teacher education classroom and thereby present a positive model for your own teacher education students.

"Preparing teachers to eliminate sex bias from their instructional procedures and their classrooms is a critical step. However, to truly counteract the sexist messages that are being transmitted to elementary and secondary students through textbooks, through the media, and through many other vehicles of our society, it is necessary for our future teachers to be prepared in more affirmative strategies as well. These affirmative strategies go beyond the elimination of bias from the cognitive, affective and physical classroom environment. The purpose of affirmative teaching is to intentionally focus on actively combating the impact of a sexist society on students.

"Affirmative teaching is based upon a philosophical construct that recognizes a dual role for our educational system. 13/*First, education is expected to conserve and to maintain social stability by transmitting the knowledge, skills, and experience of the past to the generation of the present. Second, it is expected to anticipate and to provide the current generation with the knowledge and skills which it will need in the society of the future. At times there is conflict between these roles of conserving and anticipating. At times rigid adherence to the experience of the past may serve to perpetuate inequity and discrimination and may fail to prepare students for effective functioning in the society of the present and of the future. In such cases, the anticipatory function of education must become paramount, and the implications of change must be recognized. Sex affirmative teaching recognizes the implications of a changing society for our female and male students, and it attempts to ensure the effective functioning of these students within this changing social structure.*

"Affirmative teaching rests on two other basic assumptions: one is that these affirmative instructional approaches must be integrally incorporated into every aspect of the curriculum. It is not enough for a secondary school, for example, to offer a separate unit or a separate course on notable women or minority group authors. It is not enough for

a teacher preparation institution to develop and include a course on racism and sexism in education. The development of separate courses and units perpetuates the myth that the experiences of women and minorities are peripheral to the mainstream of society. Rather, affirmative instructional approaches must be integrated into all aspects of the curriculum.

"Finally, affirmative curricular and instructional approaches that deal with sexism, or racism, or classism are pertinent for every student. It is critical that males as well as females have the opportunity to analyze how sexism may operate to limit their own alternatives and options. Similarly white students as well as those from minority groups must understand the nature of racism and the way it impacts on all members of our society.

"On Participant Worksheet 11 of your notebook you will find a suggested description and listing of affirmative approaches that you may wish to share with your teacher education students. You will notice that the suggested strategies are arranged on a taxonomic framework that incorporates awareness, clarification, and action.[14] The purpose of this organization is as follows: first, students need a cognitive knowledge and awareness base of how sexism operates and its potential impact on them and on all members of society. The establishment of this knowledge base will generate affective questions, issues, and concerns. Consequently, many students will need to participate in clarification activities which provide them an opportunity to express these concerns and questions, to hear the reactions and questions of their classmates, and to consider and reflect on their positions within the context of societal change. The final level of the hierarchy is action for change. Affirmative teaching on this level can take place after a pertinent data base has been established and after requisite clarification and analysis activities have taken place. This level provides students with the opportunity to take action in modifying and changing sexist elements of their immediate environment."

B. Small group discussions--"Adapting Affirmative Instructional Strategies to Teacher Education Classrooms" (15 minutes)

One purpose of this small group activity is to provide participants with an opportunity to review and discuss practical examples of K-12 affirmative teaching strategies and then to adapt these strategies and/or develop alternative strategies for the teacher education classroom.

The facilitator should introduce this activity with comments such as the following:

"During the next 15 minutes, you will have the opportunity to review and discuss the affirmative teaching described in Teacher Educator Worksheet 11. Please form small groups of four to six people and take a few minutes to read over and discuss this information sheet entitled 'Sequencing

Teaching Strategies to Combat Sex Bias.' Consider which affirmative strategies you might provide your teacher education students in K-12 classrooms and which you may wish to modify or adapt before giving them to your students. You might even wish to add some strategies to those provided.

"After you have had a chance to review and briefly discuss Teacher Educator Worksheet 11, turn to 'Developing Affirmative Teaching Strategies for the Teacher Education Classroom' which is Teacher Educator Worksheet 12. As you are aware, it is important not only to provide your students with affirmative strategies in your own teacher education classes as well. Worksheet 12 gives you the opportunity to adapt the affirmative strategies from Worksheet 11, 'Sequencing Teaching Strategies to Combat Sex Bias' to teacher education instruction.

"Under each of the three categories on Worksheet 12 (awareness, analysis, and clarification and action) work together as a group to identify and briefly describe as many affirmative strategies as possible that are appropriate for the teacher education classroom. You may often wish to develop new strategies. After this small group work, we will reconvene as a total group and compile the strategies we have generated."

During the small group work the facilitator should circulate among the groups to help resolve problems and questions. The facilitator might wish to note specific responses or questions which should be addressed by the total group.

D. Total group processing (10 minutes)

The facilitator should encourage sharing of participant responses within the total group setting. The facilitator is directed to Teacher Educator Worksheet 12A which offers sample affirmative strategies for use in the teacher education classroom. There are many other strategies as well, and a wide variety of participant responses may be accepted.

VI. ALLEVIATING SEXISM THROUGH INSTITUTION BUILDING AND SCHOLARSHIP

TIME REQUIRED: 30 MINUTES

(A) Lecturette--"The Role of the Teacher Beyond the Classroom Door"	(5 minutes)
(B) Total group processing	(10 minutes)
(C) Lecturette--"Teacher Educators as Institution Builders and Scholars"	(5 minutes)
(D) Individual activity--"Activity Planning"	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with a rationale for preparing teachers as institution builders and as scholars

- to provide participants with an opportunity to relate the functions of institution building and scholarship to specific actions directed toward eliminating sex bias

- to provide participants with a rationale for teacher educator involvement in institution building and scholarship to eliminate sex bias from teacher education programs

- to provide participants with an opportunity for individual action planning in eliminating sex bias from their teacher preparation programs

Materials needed

For participant use:

- "Teacher as Institution Builder"--Teacher Educator Worksheet 13

- "Teacher as Scholar"--Teacher Educator Worksheet 14

- "Teacher Educator as Scholar and Institution Builder: Recommendations for Action"--Teacher Educator Worksheet 15

- "Teacher Educator as Scholar and Institution Builder: Action Planning"--Teacher Educator Worksheet 16

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- thoroughly review this outline and all participant materials

- review suggested lecturettes and adapt them to accommodate unique group needs or facilitator style

Procedure:

A. Lecturette--"The Role of the Teacher Beyond the Classroom Door" (5 minutes)

The purpose of this lecturette is to provide participants with a rationale for preparing teachers as institution builders and scholars.

Suggested lecturette:

"For the major segment of both Application Sessions A and B, we have been focusing on the teacher's role, and the teacher educator's role as managers of curriculum and of instruction. These are obviously two critical functions which educators fulfill and they both hold significant promise for working toward the eradication of sexism. Teachers must become aware of sex bias in their curricular materials and in their instructional procedures; they must work toward the elimination of this bias from their own classrooms; and it is critical that they take affirmative curricular and instructional measures to actively combat the sexism that impacts on students from so many aspects of school and society. When this occurs on a widespread basis, then education will truly begin to fulfill its anticipatory purpose of preparing females and males to function in today's world and tomorrow's.

"There are two other key aspects of the teacher's professional role that we have not discussed yet. These are teacher as institution builder and teacher as scholar. Both of these roles are of great importance if teachers and teacher educators are not only to work well within existing institutions, but also to have the competencies to study the instructional process, to solve educational problems, and to be forces for rational innovation within their educational institutions and within the professions at large. Both of these roles also provide key avenues through which educators at all levels can work to redress the inequities of sexism and reduce its harmful impact on students.

"Traditionally teacher education institutions have focused on the functions which teachers perform in the classroom with children. However, much of the teacher's responsibilities pertain to the school as a whole, to the wider educational institution, rather than to encounters that occur with children in the classroom. These functions relate to the teacher as institution builder or shaper of the school. They involve working with colleagues, with administrators, with parents, with students, and with members of the community.

"These institution-building activities may be described in three general categories: 15/

- *Creating curricula for the school--developing the school's goals and mission, and identifying and developing the means for accomplishing these objectives*

- Developing the social system of the school--the organization of the faculty, the organization of students, and the blending of these into a coherent social system

- Developing the resource and support systems within the schools--assembling the technical components, the library, the media and instructional systems, and community resources

"Teacher education institutions also need to pay greater attention to the role of teacher as scholar. Continuous inquiry is at the heart of the educational process--not only for students but for teachers as well. As teachers at all levels of education become immersed in the exhausting and demanding process of managing curriculum and instruction, they can also get bogged down in patterns of repetition, ritual, and routine. Consequently, the process of self-renewal which results from continuous scholarship is critical for teachers.

"The teacher as scholar does not only study those areas related to his or her discipline or area of specialization. Rather the area of inquiry should be broader and related to a more general study of the nature of learning and education. 16/

"Further, scholarly study must not simply be a passive receptive process that consists only of the acquisition of knowledge. This knowledge must be applied to curricular and instructional activities and integrated into teaching behavior.

"Moreover, the teacher as scholar not only acquires and applies knowledge but generates it as well. Through participation in research and experimentation, the teacher is involved in continuous inquiry regarding the multiples of questions that relate to the integration of knowledge into educational practice.

"In spite of the importance of these two roles, institution builder and scholar, few teacher education programs provide much more than cursory attention to these responsibilities. To address these areas in teacher education programs would go a long way to reducing sexism beyond the classroom walls. We should turn our attention to sexism in institutional decisionmaking and in educational scholarship in general in order to make our impact felt in the larger educational setting.

"In order to encourage you to include these non-classroom teaching roles as topics in your own teacher education program, we have provided several outlines in your notebook. Teacher Education Worksheets 13 and 14 concern the role of the teacher as institution builder and as scholar. In each case, we have provided an overview of the different functions under each of those roles. Let's examine these various functions and consider how they relate to eradicating sexism in educational institutions and scholarly activities."

B. Total group processing (10 minutes)

The purpose of this activity is to provide participants with an opportunity to relate the functions of institution building and scholarship to specific actions directed toward eliminating sex bias.

The facilitator should refer participants to Worksheets 13 and 14. Within the large group, participants should be encouraged to relate the functions of institution building and scholarship to specific actions that can be taken to eradicate sexism. The facilitator should encourage dialogue and discussion; but if appropriate responses to any of the functions listed on the worksheet do not emerge from the group, the facilitator should provide the response. An acetate, newsprint, chalkboard, or other visual aid should be used to list the responses.

The facilitator can introduce this activity with comments similar to the following:

"Let's look at the functions on Worksheet 13, 'Teacher as Institution Builder.' As you look at the six functions listed on the left side of the page, try to identify a specific example of how this function could be applied to reducing sex bias.

"In the first function listed, the teacher as institution builder is concerned with having an impact on the goals of the school or school system. How might this function be related to reducing sexism in the institution?"

In this case as in the other five functions on this worksheet, the facilitator should encourage participant responses. In many instances, these responses are fairly evident so that this group processing should go fairly smoothly. However, in case the responses for any of these functions are not forthcoming or if they are unsatisfactory, here is a list of responses for each of the functions:

- Responses related to institutional goals:
  - including goals related to the elimination of sex bias in all areas of educational practices and policies
  - including goals related to the rapid and complete implementation
  - reviewing and eliminating current institutional goals which promote sexism
  - removing sexist language from statements of institutional goals

- Responses related to program development:
  - working to eliminate sexist practices in academic programs
  - examining extracurricular programs to ensure sex-fair practices
  - reviewing program staffing to ensure sex-fair role modeling

  - broadening this study by examining the nature and effect of sexism in society at large, including local newspapers, media, community organizations, parental attitudes, governmental policies, etc.
  - reading educational periodicals and other related journals to keep up-to-date with the growing body of knowledge about sex bias
  - sharing these findings with colleagues and others

- Responses related to application of inquiry:

  - applying the results of various studies to augment curricular materials or to modify instructional procedures
  - suggesting institutional changes which would enhance the teaching-learning process (staffing changes, procedural modifications, etc.) which stem from the results of inquiry
  - suggesting the use of community resources and activities in the teaching-learning process (presenting findings of the studies to community groups, inviting government speakers to react to the findings, establishing student interns in government, media, and other organizations, etc.)

- Responses related to new research:

  - generating new knowledge by conducting research into the nature of sexism in one's institution or a specific community
  - generating new knowledge by conducting research into the nature and impact of sex bias in all aspects of the educational process
  - publishing these findings in appropriate journals and other communications

The facilitator should make the following points during the course of the group processing:

- Over the years many teachers have confined their activities to the classroom, and teacher educators should encourage teachers to broaden their horizons to include the nature of their own institution and educational scholarship.

- In order to fulfill the roles of institution builder and scholar, teachers may want to seek the support of others. Teacher associations, committees within the school system, or community organizations can provide valuable support for these endeavors.

- It is important that the movement for sex equity not be confined behind the classroom door. In order to eliminate sex bias, teachers should be encouraged to explore these other roles and increase their educational impact.

- Responses related to instructional materials:
  - analyzing textbooks used throughout the system to insure that sex bias does not characterize the texts
  - compiling and distributing throughout the system a supplementary list of sex-fair and sex-affirmative materials
  - developing and distributing throughout the school system sex-fair and sex-affirmative curricular units
  - organizing parents, colleagues, publishers, and others to promote the publication and selection of nonsexist curricula

- Responses related to educational procedures:
  - ensuring that school procedures are consistent with institutional goals by monitoring the institution's commitment and action to the procedural areas of Title IX (employment, treatment of students, etc.)
  - ensuring that the spirit of Title IX is followed in procedural practices not directly covered by the regulations but which nevertheless may promote sexism if not monitored
  - ensuring that a coherent school social system is congruent with institutional goals by promoting sex-fair staffing patterns
  - reducing sexist language in informal and formal institutional settings and encouraging colleagues to become sensitive to the harmful effects of sexist language in interpersonal interactions

- Responses related to support systems:
  - developing a nonsexist library as part of support systems related to institutional goals
  - forming a formal or informal organization of citizens and colleagues committed to eliminating sexism
  - acquiring nonsexist media for counseling, athletics, academics, and extracurricular activities

The facilitator should continue to lead a similar group process concerned with Worksheet 14, "Teacher as Scholar." To augment participant responses, the following examples are provided:

- Responses related to inquiry:
  - promoting continual inquiry into the effects of sexism in school by studying curricular materials, classroom interactions, staffing procedures, student perceptions of sexism, the nature of careers of the school's graduates, etc.

C. Lecturette--"Teacher Educators as Institution Builders and Scholars" (5 minutes)

The purpose of this lecturette is to provide participants with a rationale for teacher educator involvement in institution building and scholarship to eliminate sex bias from teacher education programs.

Suggested lecturette:

"Teacher educators, as well as the teachers they prepare, should direct their attention to the roles of institution building and scholarship as they relate to the eradication of sexism. The data available suggests that there is a great deal of institution building and scholarship that needs to be done to eliminate sexism from teacher education. Consider the following: 17/

- *Of the 207 respondents to a 1974 survey mailed to over 1,200 schools or departments of teacher education, only six institutions (3 percent) had a comprehensive study of sex bias underway or completed.*
- *Of the 207 institutions responding to the 1974 mail survey, 37 percent indicated that they believed that issues concerning sex role stereotyping should be incorporated within curriculum content. However, only 18 percent were doing so in 1974.*
- *In terms of faculty and administrative organization, female faculty are concentrated in lower ranks and are most frequently represented in such areas as curriculum and human development while males are the majority in educational administration.*
- *Stereotypic patterns of faculty organization are mirrored in patterns of male-female enrollment in the various areas of academic concentration. In 1973, females earned 25 percent of all doctoral degrees awarded in education. While they earned 55 percent of doctoral degrees in elementary education, they earned only 9 percent of doctorates in educational administration.*
- *Some 55.5 percent of the respondents to the 1974 mail survey indicated that their faculty had little or no opportunity to receive training and/or information regarding sex role stereotyping and education.*
- *While there has been increasing practitioner concern regarding sexism in education, teacher education programs have done little in the way of research and development in this area. There needs to be further exploration of sex bias in existing theory and research affecting teacher preparation and practice. Recent efforts to alleviate the impact of sexism in education have not as yet been sufficiently evaluated. Development efforts must direct more attention to the need for nonsexist materials to promote the realization of full potential for females and males.*

"These data suggest the necessity of working toward the elimination of sexism in institution building and scholarship related to teacher preparation."

D. Individual Activity--"Action Planning" (10 minutes)

The facilitator should begin the activity by asking participants to turn to Worksheet 16 on action planning. The following introductory comments might be used:

"The next activity is designed to help you in planning for change after the completion of this workshop. Worksheet 16 will help you to plan actions to eliminate sexism in your own organizations and institutions. Although this activity refers to specific plans for change in your own institution, you may wish to share your plans and learn about the action strategies of others. You have about 10 minutes to identify your individual actions to eradicate sex bias."

VII. CONCLUDING REMARKS TIME REQUIRED: 5 MINUTES

Purposes of the activity:

The purposes of this activity are to:

- summarize the two application sessions
- enable the participants to evaluate Application Sessions A and B

Materials needed:

For participant use:

- Workshop Objectives (in Participant Notebook)
- Workshop Evaluation Form--Teacher Educator Worksheet 17

For facilitator use:

- A chart (acetate, chalkboard, newsprint) of Roles of the Classroom Teacher (described in Section I of Application Module A)

Facilitator preparation required:

The facilitator should:

- review the objectives of the two application sessions
- review the suggested comments and adapt them to fit unique group needs and facilitator style

Procedure:

The purpose of this summary is to highlight the major points of Application Sessions A and B for teacher educators. Using the list of "Roles of the Classroom Teacher," the facilitator should make comments similar to the following:

"In these last two application sessions, we have seen how sex bias permeates education, from textbooks to educational research. We have also seen how the classroom teacher can combat sexism in a variety of roles, both in the classroom and in the larger educational picture.

"But sexism is a formidable opponent, supported by traditions and even official policies, and it will take a long and concerted effort if we are to free children and teachers from its debilitating effects. The skills you have acquired in this workshop provide you with the tools to begin the process of eradicating sex bias. Each of these skills also provides you with a mirror to view your own role as a teacher

and to detect sex bias in your own teacher education programs.

"But these tools will only be *as affective as your own commitment to use them, to share them with your colleagues, and to teach your students the strategies and behaviors needed to eliminate sex bias in education."*

At this point the facilitator should ask participants to look at Teacher Educator Worksheet 17. This may be introduced with comments such as the following:

"We would like each of you to take out Teacher Educator Worksheet 17 which is the Workshop Evaluation Form. You will note that the questions provided in this evaluation are designed to obtain two kinds of information:

- *Your feedback regarding this workshop--What activities were most useful? Which ones were least helpful? What do you believe you gained from the workshop? Your answers to these questions can help us to improve our future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other teachers in achieving sex equity.*
- *Your ideas regarding future needs and follow-up--We are also asking you to help us in identifying follow-up activities and areas for future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other teacher trainers.*

"[illegible] you take a moment or two to complete the form and turn it in [illegible] you leave."

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PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN INSTRUCTIONAL MATERIALS

Participant Materials for Session A for Teacher Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

SEX BIAS IN CURRICULAR MATERIALS:
AN INTRODUCTORY ASSESSMENT

Teacher Educator Worksheet 1-

1. Think about the content and format of curricular materials that are used in the various subject areas throughout elementary and secondary schools. Identify as many ways you can in which these books are biased in their portrayal of females and males.

2. What efforts have been made to work toward sexual equity in elementary and secondary instructional materials?

3. What steps need to be taken in the future to achieve sexual equity in instructional materials?

   What efforts have been made to eliminate sex bias in teacher preparation materials?

4. In your opinion, what impact does biased portrayal of females and males have on the students who are exposed to these materials?

SUMMARY OF THE FORMS OF BIAS IN CURRICULAR MATERIALS

Teacher Educator Worksheet 2

1. Invisibility: Certain groups are underrepresented in curricular materials. The significant omissions of women and minority groups have become so great as to imply that these groups are of less value, importance, and significance in our society.

   Example of Sex Bias: One study of elementary readers showed that there were three times as many stories concerning adult male characters as compared to adult female characters, and six times more biographies of males than females.

2. Stereotyping: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Not only are careers stereotyped, but so too are intellectual abilities, personality characteristics, physical appearance, social status and domestic roles. Stereotyping denies students a knowledge of the diversity, complexity and variation of any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize those stereotypes and fail to develop their own unique abilities, interests and full potential.

   Examples of Sex Bias: Girls are characterized as timid, fearful, dependent, docile and incompetent.

   Women are characterized as wives and mothers who rarely venture from the home.

   Boys are stereotyped as athletic, mechanical, adventuresome, brave and unemotional.

   Men are characterized as seldom caring for an infant, preparing a meal, or failing to accomplish a particular task.

3. Imbalance/Selectivity: Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

   Example of Sex Bias: Some textbooks report that "women were given the vote," but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. Unreality: Textbooks frequently present an unrealistic portrayal of our history and or our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer, the problems that plague society.

Example of Sex Bias: Textbooks rarely show women facing job discrimination or facing legal inequities.

5. Fragmentation/Isolation: By separating issues related to minorities and women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the dominant culture. The practice of isolating female and minority issues teaches students that these issues are unrelated to the main theme and events of the text and represent only a minor diversion.

   Example of Sex Bias: A text which presents a boxed-off insert entitled "Famous Women in American History."

   A literature anthology in which there is a single chapter on "Notable Women Writers."

6. Linguistic Bias: Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from our "forefathers" to the generic "he," deny the participation of women in our society. Further, occupations, such as "mailman" are given masculine labels that deny the legitimacy of women working in these fields. Imbalance of word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

   Example of Sex Bias: Man and his world, manmade tools, manpower, and the exclusive use of the pronoun "he," salesman, policeman, men and girls (to refer to adults of both sexes), boys and girls, males--females, he or she, and other word order in which males are consistently placed first.

Adapted from formulation developed by Martha Matthews in Combatting Bias in Instructional Materials--A Resource Kit for Educators, Washington, D.C.: Resource Center on Sex Roles in Education, forthcoming.

IDENTIFYING SEX BIAS IN K-12 INSTRUCTIONAL MATERIALS--CASE STUDIES

Teacher Educator Worksheet 3

After reviewing the "Summary of the Forms of Bias in Curricular Material" (Participant Worksheet 1) you are ready to try your hand at analyzing and remedying sex bias in textbooks. In each of the following cases, a textbook presentation is discussed. In many (but not all) of the cases, sex bias is present. If you note sex bias, identify the form (sexist language, invisibility, etc.) and suggest how you would reconstruct or rewrite the passage to eliminate the sexism. If no sex bias is present, simply indicate "none."

Case 1

"Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since, however, she was the only girl in the family, she knew she should help her mother." (Looking Ahead, Houghton Mifflin, 1966, Paul McKee, editor, page 70.)

Is sex bias present? _____

What form(s) of sex bias? ____

Suggested revision:

Case 2

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is sex bias present? _____

What form(s) of sex bias? ____

Suggested revision:

Case 3

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievances to the reporters."

Is sex bias present? ____

What form(s) of sex bias? ______________________________

Suggested revisions:

Case 4

"Father came home early and noticed Tommy had been crying. He put off starting dinner and took Tommy for a 'walk talk.' Starting high school certainly had its problems."

Is sex bias present? ____

What form(s) of sex bias? ______________________________

Suggested revisions:

Case 5

"The last chapter of a social studies textbook is devoted to American life during the 1970's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crises."

Is this organization sexist? ____

What form(s) of sex bias? ______________________________

Suggested revisions:

Case 6

"An elementary textbook uses the following terms: mankind, co-ed, man and wife, women were given the vote, salesman, brotherhood, forefathers."

Is this usage sexist? ____

What form(s) of sex bias? ______________________________

Suggested revisions:

Case 7

"In a preview of the future, an elementary social studies textbook predicts the areas of change, and is divided into the following sections: Changing Values, Family Life, New Roles for Women, Your Participation, Community Life, Social Goals and Population, Need for Education. The illustrations reflect male scientists and engineers. The entire section on 'New Roles for Women' is quoted below:"

"Women in our society are already demanding new roles. By 2000, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that, by 2000, the old saying, 'A woman's place is in the home,' will no longer apply." (from Our Working World, The American Way of Life, Lawrence Senesh, SRA, 1973, page 377).

Is this passage sexist? ____

What form(s) of sex bias? ______________________________

Suggested revisions:

Case 8

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness... Helen fell and Sam helped her get up." (From Lippincott Basic Reading Program, Glenn McCracken and Charles Walcutt, editors, Book E, 1970, page 15).

Is this passage sexist? ____

What form(s) of sex bias? ________________________________

Suggested revisions:

Case 9

The following sentences appeared in social studies texts:

"Abigail Adams influenced the social life of the capitol."

"Mr. Hilgard took his wife to the west coast to locate a new house."

"The typical working man saw his pay check eaten up by inflation."

Are these sentences sexist? ____

What form(s) of sex bias? ________________________________

Suggested revisions:

Case 10

"The girls stayed ahead of the boys through the whole game. When it ended at dark, they were ahead eight to seven. The boys could hardly believe it." (From Roads to Follow, Helen Robinson, Scott, Foresman and Company, 1965, page 54).

Is this passage sexist? ____

What form(s) of sex bias? ________________________________

Suggested revisions:

IDENTIFYING SEX BIAS IN TEACHER EDUCATION MATERIAL: A PREDICTION SHEET

Teacher Educator Worksheet 4

This activity asks you to build on the previous exercises, to apply your bias detecting skills to your own profession and to reflect on the potential ways that sex bias may emerge in teacher education textbooks. Because there have been no comprehensive studies to date analyzing and evaluating sex bias in teacher education texts, we are asking you to predict as specifically as possible the nature and forms that sex bias might take in these books.

Several education courses that are offered in many teacher preparation institutions are listed below. Consider topics usually included in textbooks for each of these courses, and the specific ways sex bias might emerge in those topics.

As you consider instructional materials for each course, you may find it useful to refer to both the "Summary of the Forms of Bias in Curriculum Materials" and "Analyzing Sample Instructional Materials for Sex Bias." Try to be as specific as you can and whenever possible offer examples of sex bias as it might appear in instructional materials in these different courses. For example, foundations and introduction to teaching texts usually discuss current social issues in education. Consequently, one way sex bias might be manifested is through the omission of discussion of sex discrimination, Title IX, and the struggle for sexual equity in education.

Course: Introduction to Education

Typical Topics:

Potential Areas of Sex Bias:

Course: Psychology of Education

Typical Topics:

Potential Areas of Sex Bias:

Course: Methods and Materials of Instruction

Typical Topics:

Potential Areas of Sex Bias:

Course: Children's Literature

Typical Topics:

Potential Areas of Sex Bias:

Course: Special Education

Typical Topics:

Potential Areas of Sex Bias:

DISTINGUISHING BETWEEN SEX-FAIR AND AFFIRMATIVE

Teacher Educator Worksheet 5

Part I

The following passages describe the story lines of several popular children's books. After each description, indicate whether you believe the book to be sex biased, sex fair or sex affirmative.

1. Betty Miles. The Real Me, Knopf. 1974.

Barbara Fisher wants to take tennis instead of the class in slimnastics, but she learns that her school does not offer tennis for girls. She takes over her brother's newspaper route and then finds that girls are not allowed to deliver newspapers. She protests and is called a nut. However, her efforts finally prove successful, and she becomes the city's first newspaper girl. Moreover, she finds that she has become a role model for younger children and that she is not a nut--but a pioneer.

Biased ____ Sex-Fair ____ Affirmative ____

2. Sullivan Associates. Read and Think Series, 1974.

Male characters appear with far greater frequency than females who frequently fill roles as servants and as characters who are unable to succeed.

Biased ____ Sex-Fair ____ Affirmative ____

3. Sharon Bell Mathis. Sidewalk Story. Viking, 1971

Lilly Etta is worried about her friend Tanya who is being evicted. Lilly Etta demonstrates the kind of courage usually reserved for male characters in children's books, and spends a night on the sidewalk protecting Tanya's household belongings. Her selfless act wins both publicity and a new apartment for Tanya.

Biased ____ Sex-Fair ____ Affirmative ____

4. D. C. Heath and Company. Bookshop Series, 1973.

In this collection of stories, some nonstereotyped options for boys and girls are raised. However, there are approximately twice as many male characters as female characters.

Biased ____ Sex-Fair ____ Affirmative ____

5. Norma Klein. Girls Can Be Anything. Dutton, 1973.

Young Adam and Marina play together, but always in stereotyped roles. Marina does not like her roles as nurse, stewardess and first lady. After a long discussion about sex bias with her parents, Marina no longer accepts these stereotyped roles. She now advocates the position that she can be a doctor, a pilot, or President. Marina makes it clear to Adam that sex-stereotyped activities will have to stop.

Biased _____ Sex-Fair _____ Affirmative _____

Part II

The following excerpts describe several popular teacher education textbooks. In each case, indicate whether you believe the book described is sex biased, sex fair or sex affirmative.

1. James Monroe Hughes and Frederick Marshall Schultz. Education in America (4th ed.) Harper and Row, 1976. 500 pp.

No female in the table of contents. No mention of sex discrimination at any point in the book. Out of hundreds of items in the index only two women are included (Mary Beard and Lenore Jacobson).

Biased _____ Sex-Fair _____ Affirmative _____

2. Myra and David Sadker. Now Upon a Time: A Contemporary View of Children's Literature. Harper and Row, 1977.

Discusses children's literature through a contemporary issues approach. Has one chapter on "The Image of Women in Children's Literature." This chapter discusses sexist and nonsexist books for children preschool through adolescence. Sexism is discussed in several other chapters throughout the book. At no time is the generic "he" used except in cases of quotations. There are approximately equal numbers of females and males in the illustrative material.

Biased _____ Sex-Fair _____ Affirmative _____

3. Diane Gersoni-Stavn. Sexism and Youth. R. R. Bowker, 1974.

A collection of articles on the nature of sexism in socialization, school, books, media, and toys. Over 90% of the articles are written by women. While most of the articles deal with the impact of sexism on women, there are some articles that deal with the effects of stereotyping on men.

Biased _____ Sex-Fair _____ Affirmative _____

4. Allan C. Ornstein. Foundations of Education. Rand McNally, 1977. 593 pp.

A substantive and thorough chapter called "Social Class, Race, and Educational Achievement." The only comment on sex discrimination was as follows: "A related issue in curriculum trends is the regulations of Title IX of the Education Amendments of 1972, as amended in 1975. Title IX forbids discrimination based on sex in any education program or activity receiving federal funds. The outcome is that elementary and secondary schools (along with colleges) must develop programs to meet the athletic needs and interests of both sexes. These include coeducational participation and equal opportunity in athletic offerings, equipment and facilities, and scheduling of games. Title IX also includes personnel regulations, but it avoids the area of sexist stereotyping in textbooks under the assumption that this impinges on constitutional guarantees of free speech and free press."

Biased _____ Sex-Fair _____ Affirmative _____

Part III

The following excerpt reflects sex role bias. Rewrite this excerpt to reflect a sex-fair story line. Then rewrite it again, this time to reflect an affirmative story line.

Biased Version:

Myra found herself babysitting for her younger brother, Geoff. She asked her older brother, Frank, if he would share the responsibility, so that she could do other things. Frank laughed, "That's girl's work, I'm no babysitter."

Sex-Fair Version:

____

____

____

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Affirmative Version:

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APPENDICES

IDENTIFYING SEX BIAS IN K-12 INSTRUCTIONAL MATERIALS: CASE STUDY ANSWER SHEET

Teacher Educator Worksheet 3A

The following answers indicate the form of bias found in the case studies, as well as suggested revisions. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below:

Case 1

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revision: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Case 2

Is sex bias present? Yes

Forms: Sexist language
Invisibility
Stereotyping

Comment and Suggested Revisions: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneering women. This noun should be replaced (e.g., "pioneering farmers", "frontier settlers," "pioneering men and women").

Case 3

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes nouns and roles that refer to both men and women.

Case 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex role stereotype.

Case 5

Is sex bias present? Yes

Form: Fragmentation/Isolation

Comment and suggestions revisions: The role of women in contemporary society should not be isolated from the main portion of the narrative but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both men and women. As this chapter is now organized, it suggests that the role of women is outside the mainstream of American life.

Case 6

Is this usage biased? Yes

Form: Sexist language

Comment and suggested revisions: Mankind to human, humanity, people, women and men; co-ed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Case 7

Is this passage sexist? Yes

Form: Unreality/Isolation

Comment and suggested revisions: The passage is written with generalizations and omits divergent views, emotional struggles and the barriers to full equality, which are so much a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by including the barriers to equality, the sacrifices of feminists involved in the struggle, and the opponents to the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

In addition, the isolation of women from the other sections of the text might be criticized. This isolation is underscored by the all male population reflected in the illustrations. Revisions for rectifying this bias would include writing about women in the other sections of the chapter, and including photographs of women as well as men.

Case 8

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: The portrayal of a timid girl and a courageous boy is stereotypic. Revisions might include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Case 9

Are these sentences sexist? Yes

Form: Sexist language

Comment and Suggested Revision: Abigail Adams influenced the social life of the capitol to Abigail Adams was a talented writer whose accounts provide us with an insight into America's early days. In addition, she was influential in the capitol's social life.

Mr. Hilgard took his wife to the west coast to locate a new house to The Hilgards went to the west coast to locate a new house.

The typical working man saw his pay check eaten up by inflation to The typical worker's pay check was eaten up by inflation.

Case 10

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: Some might believe that because the girls' team won, the passage is nonsexist. But the undertone is critical here. The disbelief that is expressed by the boys suggest that the victory by a girls' team is an aberration. The revision should omit the boys' disbelief at the victory of a girls' team.

IDENTIFYING SEX BIAS IN TEACHER EDUCATION MATERIAL: A PREDICTION SHEET AND SAMPLE RESPONSES

Teacher Educator Worksheet 4A

In each case, the sample responses represent only some of the many potential answers which participants may provide.

Course: Introduction to Education

The contributions of women are minimized, in particular contributions of minority women are excluded or isolated.

The issue of sexual equity in education is minimized or excluded.

Title IX is not discussed.

Biographies of male educators greatly outnumber biographies of female educators.

Illustrations stereotype teachers as female, administrators as male.

Illustrations reflect active boys and passive girls.

Teachers are referred to as "she" while principals and students are referred to as "he."

Course: Psychology of Education

The contributions of female psychologists and educators are minimized, omitted or isolated.

There may be imbalance in interpretation of research on sex differences. For example, sex differences may be attributed solely or primarily to genetic factors with only minor attention paid to environmental and cultural forces.

Discussion of the nature and impact of sex role socialization in child-rearing, in school policies and practices, in the media, etc. may be minimized or excluded.

The findings from studies conducted with male subjects are generalized to the entire population.

No data is presented regarding the sex of subjects studied.

Famous psychologists, such as Inhelder, are referred to as men. (The author assuming that all noted psychologists are male.)

Course: Methods and Materials

Sex bias in curricular materials is not discussed in the text.

Potentially sexist teacher behaviors and expectations are not explored.

Techniques for identifying sex bias in instructional materials and behaviors are not presented.

Discussion of nonsexist teaching strategies is omitted.

Pictures of children reflect a significant imbalance between the sexes. Teachers are pictured and referred to as female. Administrators are pictured and referred to as male.

Course: Children's Literature

Sexism is not included as a topic of discussion.

Books with sexist story lines and stereotyped characters are not analyzed.

Content analysis procedures for evaluating sex bias are omitted.

Illustrations reflecting sex role stereotypes are not analyzed or discussed.

Course: Special Education

Special disabilities which trouble boys more frequently than girls are given extensive discussion (emotional problems, verbal difficulties, reading disabilities), but special learning problems frequently associated with girls (spatial relations, mathematics and sciences) are minimized or given no discussion whatsoever.

Bias in pictorial material.

Bias in linguistic construction.

In addition to the bias related to each particular course, these textbooks might reflect generic forms of sex bias. Participants might volunteer the following responses:

Sexist language, using masculine nouns and pronouns to refer to all people.

Sex stereotyping traits, behaviors, and careers.

Omitting controversial issues related to sexism.

Using inserts or minor passages to discuss women and devoting the major portion of the text to male-oriented narrative.

The authors and contributors who wrote the text are male while the typists and research assistants cited in the acknowledgements are female.

Conflicting viewpoints are ignored or under emphasized.

Harsh realities are glossed over with unrealistic generalizations.

Topics of concern to women are not included.

DISTINGUISHING BETWEEN SEX-FAIR AND AFFIRMATIVE

ANSWER GUIDE

Teacher Educator Worksheet 5A

Part I

1. Affirmative
2. Biased
3. Sex-Fair
4. Biased
5. Affirmative

Part II

1. Biased
2. Sex-Fair
3. Affirmative
4. Biased

Part III (suggested revisions--many others are also possible)

1. Sex-Fair--Myra and Frank share the babysitting responsibility.
2. Affirmative--Frank indicates that he would prefer to take sole responsibility for babysitting. He feels that it is good for him in learning how to be a good parent.

PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN THE CLASSROOM, THE SCHOOL, AND THE COMMUNITY

Participant Materials for Session B for Teacher Educators

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

SUMMARY OF THE FORMS OF SEX BIAS IN INSTRUCTIONAL PROCEDURES--K-12

Teacher Educator Worksheet 6

1. Invisibility--Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them, far more often than they remember girls. Girls have become far less visible and audible members of the classroom population. Female invisibility is underscored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping--Many teachers assume that the male half of the species shares one set of abilities, interests, values and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable and quiet behavior. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures and other displays, children receive more messages of "appropriate" sex role behavior and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation--By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes. Purposeless separation serves as a divisive influence and distracts from the goal of sex equity. When represented in the physical environment of the classroom, on bulletin boards and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias--The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex-biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, through biased language.

5. Imbalance/Selectivity--The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys, while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

6. Unreality--In spite of the many ways sex bias emerges in classroom interaction, most teachers and teacher educators are unaware of the impact of their own behavior in reinforcing sex bias. In order to overcome this lack of awareness of the unreality in the classroom, educators should be made aware of the sources and impact of biased interactions.

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES--CASE EXAMPLES

Teacher Educator Worksheet 7

After reviewing the "Summary of the Forms of Bias in Instructional Procedures" (Participant Worksheet 6), you are ready to develop your skills in analyzing and remedying sex bias in the classroom.

In each of the following case examples, a classroom incident is described. If you do not detect any sex bias in the case example, just write down "no" and go on to the next case. If you do detect bias, write down the form of the bias, and rewrite the script by suggesting what change(s) should be made to eliminate the sexist classroom practice.

1. Principal: (describing the elementary curriculum to a group of parents on Visiting Day)

"So as you can see, we have a number of innovative programs and curricular material in our school. I am particularly proud of our special education program which includes comprehensive learning modules in reading disabilities and spatial visualization disabilities."

Is there sex bias in this situation _____

Is so, what form ______________________

Rewrite the script to eliminate the bias ______________________________

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2. Teacher comments made during a 5th grade social studies lesson:

"Excellent work, Jim. You've really got a good grasp of the causes of the Civil War."

"Pete and Al, cut out the horsing around, and get going on your reading assignment."

"Wanda, I want you to know how pleased I am with the polite and well-mannered way you're behaving today."

"That does it, Pete. It's after school for you."

"Alex, the paper you handed in last week was excellent. You should be very proud."

Is there sex bias in this situation _____

If so, what form ______________________

Rewrite the script to eliminate the bias __________________________________

3. "I want all the boys up front, where I can see them. This class is not for goofing off. We are going to work!"

Is there sex bias in this situation _____

If so, what form ______________________

Rewrite the script to eliminate the bias __________________________________

4. TOPICS LISTED ON AN ELEMENTARY SCHOOL BULLETIN BOARD

HEADLINES	THE ECONOMY	POLITICS
HOMEWORK ASSIGNMENTS		TEN GREAT WOMEN

Is there sex bias in this situation _____

If so, what form ______________________

Rewrite the situation to eliminate the bias

5. "Okay class, I need help distributing the new textbooks. Could I have three boys to volunteer to go down to the office to get the books?"

Is there sex bias in this situation ____

If so, what form ____________________

Rewrite the script to eliminate the bias ____________________

6. "So far this semester, we have reviewed the life of the cavemen, man's discovery of fire and his development of primitive tools."

Is there sex bias in this situation ____

If so, what form ____________________

Rewrite the script to eliminate the bias ____________________

7. "At last week's faculty meeting, Ms. Jones, the kindergarten teacher, took a strong position against sexist school practices. She pointed to her own classroom as an example of a sex-fair environment."

"Today, the children in Ms. Jones' class are working with paper cutouts. As each girl finishes her work and comes up to her desk, Ms. Jones automatically staples the paper cut outs together. As each boy completes the paper cutouts, Ms. Jones routinely points to the stapler and says 'just staple them all together at the corner.'"

Is there sex bias in this situation ____

If so, what form ____________________

Rewrite the script to eliminate the bias ____________________

8. "Spelling bee time! Boys to the right, girls line up by the windows. This will be an exciting contest."

Is there sex bias in this situation _____

If so, what form ______________________

Rewrite the script to eliminate the bias ______________________________

____

____

9. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

Is there sex bias in this situation _____

If so, what form ______________________

Rewrite the script to eliminate the bias ______________________________

____

____

____

10. "The school standards of decorum are quite clear. No jeans. No sleeveless shirts. No sandals. Only exceptions due to medical reasons will be allowed."

Is there sex bias in this situation _____

If so, what form ______________________

Rewrite the script to eliminate the bias ______________________________

____

____

11. "Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost near tears. The teacher is disturbed by this reaction, and calls them up after class. 'Take it easy Sally. I know you're upset, but things will work out; and Bob, pull yourself together. You shouldn't be coming apart like this.'"

Is there sex bias in this situation _____

If so, what form ______________________

Rewrite the script to eliminate the bias ______________________________

____

12. "The results on the standard mathematics achievement tests were very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there sex bias in this situation ____

If so, what form ____________________

Rewrite the script to eliminate the bias ______________________________

13. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Mr. Jacobs will discuss carpentry. Mr. Phillips will talk about the field of medical technology. Dr. Roberts will discuss the role of a physician. And Mr. Morgenthan will tell about his job as a small independent businessman."

Is there sex bias in this situation ____

If so, what form ____________________

Rewrite the script to eliminate the bias ______________________________

14. "Physics is not an easy course, but it can be an important foundation for a career in science. All students are expected to meet minimum standards at least, and hopefully do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there sex bias in this situation ____

If so, what form ____________________

Rewrite the script to eliminate the bias ______________________________

15. "It's time to form into your groups. Those with previous experience in automotive mechanics go to station 1. Those with a limited background, go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

Is there sex bias in this situation ____

If so, what form ____________________

Rewrite the script to eliminate the bias ____________________

TEW-7
(page 6)

ASSESSING SEX BIAS IN THE CLASSROOM: AN OBSERVATION SHEET

Teacher Educator Worksheet 8

The Cognitive and Affective Classroom Environment

	Always	Sometimes	Never
Does the teacher interact with females and males similarily with regard to:			
1. the frequency with which they are called on			
2. the frequency with which they are praised			
3. the kinds of behaviors for which they are praised			
4. the kinds of behaviors for which they are punished			
Is the teacher's language free of sex bias with regard to:			
5. use of masculine terminology to refer to all people			
6. use or acceptance of derogatory terminology to refer to members of one sex			
word order which consistently places males first (he or she, boys and girls, men and women)			
Does the teacher treat females and males similarily with regard to:			
7. standards for dress and appearance			
8. the application of classroom rules and privileges			
Does the teacher express similar expectations for females and males with regard to:			
9. attitudes, abilities, career goals, work assignments (audiovisual aids, messengers)			
10. the level and nature of emotional expression that is considered appropriate for the classroom			

	Always	Sometimes	Never
Are the standards set for male and female students similar with regard to:			
11. expected levels of academic performance			
criteria used for evaluation			
Does the teacher provide balance for females and males with regard to:			
12. the frequency with which compensatory instruction is provided			
13. the nature of the compensatory instruction that is provided			
The Physical Classroom Environment			
Does the teacher arrange all visual display material to avoid bias with regard to:			
1. the frequency with which females and males are depicted			
2. sex stereotyping in behaviors, roles, and occupation			
3. fragmentation and isolation in the presentation of material about women			
Are all written communications free of linguistic bias in terms of:			
4. use of masculine terminology to refer to all people			
5. use or acceptance of derogatory terminology to refer to members of one sex			
6. word order which consistently places males first			
Does the teacher make sure that the following are not designated on the basis of sex?			
7. seat assignments or work group assignments			
8. the lining up of students for entering or leaving the classroom			
9. play groups for recreational and social activities			

	Always	Sometimes	Never
10. team assignments for academic competitions			
The Supervisory Conference			
1. Does the teacher demonstrate an awareness of the forms of sex bias in the classroom?			
2. Is the teacher able to identify ramifications of biased behaviors?			
3. Can the teacher suggest behavior changes to eliminate sexist classroom practices?			
4. Is the teacher committed to the elimination of sex bias from her/his classroom?			

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[1] Adapted from materials developed by Joyce Kaser, Resource Center on Sex Roles in Education, Washington, D. C.

IDENTIFYING SEX BIAS IN TEACHER EDUCATION COURSES: A PREDICTION SHEET

Teacher Educator Worksheet 9

This activity asks you to build on the previous exercise, and apply your bias detecting skills to your own profession. Because there is a dearth of studies which specifically focus on sex bias in teacher education classrooms, we are asking you to consider and predict, as specifically as possible, the nature and forms of sex bias in these classrooms.

You may find it useful to refer to "Summary of the Forms of Sex Bias in Instructional Procedures, K-12" (Participant Worksheet 6), "Assessing Sex Bias in the Classroom: An Observation Sheet" (Participant Worksheet 8), and "Identifying Sex Bias in Instructional Procedures--Case Examples" (Participant Worksheet 7). As you review the forms and the examples of bias in K-12 classrooms, attempt to predict how this bias would emerge in teacher education classes. For example, sexist language might be reflected by instructors who refer to teachers as "she" and administrators as "he." Under each of the forms of bias listed below, attempt to identify several potential examples of bias in teacher education classrooms.

1. Invisibility

2. Stereotyping

3. Fragmentation/Isolation

4. Linguistic Bias

5, Imbalance/Selectivity

6. Unreality

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SELF-ANALYSIS ACTION PLAN

Teacher Educator Worksheet 10

Although we all prefer to think of ourselves as relatively bias free, research suggests that in fact very few of us manage totally sex-fair classroom climates. Look back over Participant Worksheet 9 related to sex bias in teacher education programs. Identify several elements of sex bias that may exist in your own classroom. List them below.

On the following form, indicate a method you can use to determine if your classroom does contain this element of sex bias, and if it does, suggest an action plan that you can adapt to eliminate this bias.

Suspected Sex-Biased Instructional Procedure	Method for Determining if Some Form of Sex Bias Does Actually Exist in Your Classroom	Plan for Eliminating the Bias

Suspected Sex-Biased Instructional Procedures	Method for determining if some form of sex bias does actually exist in your classroom	Plan for Eliminating the Bias

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If you wish, you may informally discuss your plan with your colleagues. Or if you prefer, you can keep your plan confidential--one that you will work on individually to improve your own classroom climate. (You may also wish to use this approach with your students to help them identify and reduce elements of sex bias in their own classrooms).

SEQUENCING TEACHING STRATEGIES TO COMBAT SEX BIAS

Teacher Educator Worksheet 11

The following suggested classroom activities provide a sequence of practical instructional ideas directed at affirmatively confronting sex bias. These activities can be adopted or adapted by classroom teachers who are looking for practical suggestions for teaching children to confront the nature and impact of sex bias. Some of these activities have been adapted from values clarification exercises, while others are original. All of them have been classroom tested, and are sequenced in three levels: 1) awareness; 2) analysis and clarification; 3) action strategies.

Awareness Strategies

The first level on the sequence is that of awareness. Lessons on this level are designed to make students more cognizant of the nature of sex role stereotyping. These lessons will help students become aware of both subtle and overt forms of sexism.

Awareness lessons can help students become cognizant of the ways sex stereotyping pervades every facet of society. As a start, students can explore the following activities:

1. Textbooks--Students can review their own texts and curricular materials much the same way you did in the first application module. They can list and compare the actions, behaviors, and adjectives attributed to each sex. Simple frequency counts of the amount of space, the nature of the coverage, the illustrations and so on devoted to each sex could serve to alert students to sex bias in their texts.

2. Newspapers, journals and trade books--Other related lessons could be developed with non-text print materials. Trade books used to supplement texts, or for leisure reading could also be analyzed in this way. Journals and newspapers can be submitted to a frequency count. For example, students might explore the following questions:

   - Whom are the various articles written about? Note the names and count the frequency for each group.

   - Which groups are generally omitted? Whose names are given by-lines on articles? Can you identify certain sections of the paper or journal which is focused at certain groups?

   - About whom are the obituaries?

   - What are the comics about? What groups are portrayed in the comics? How are they portrayed?

   - To what audiences are advertisements directed?

   - Are want ads sex segregated? Do they include "equal employment opportunity" statements?

   - Are there special feature sections? At which groups are they directed?

3. Media--Television has a critical impact on our society, and provides yet another opportunity for students to become aware of sex bias in our schools. Students can do a frequency count of both television programming and commercials to determine the treatment of the sexes.

   - What kinds of shows do women appear on? What roles are they assigned? What behaviors and attitudes do they demonstrate?

   - How are women and men portrayed in television commercials?

   - How many women are listed in the credits which are presented at the end of television shows? What are their jobs?

4. Supplementary Materials--Another classroom strategy to increase student awareness of sex bias is the inclusion of supplementary materials. There are a number of bibliographies listing reading and other materials which present sex-fair and sex-affirmative messages. Many women's groups and equal educational opportunity organizations distribute listings of these materials. Below is a brief sample listing of some of these supplementary books.

   For Younger Children:

   Byars, Betsy. Go and Hush the Baby, Viking, 1971.
   Danish, Barbara. The Dragon and the Doctor, Feminist Press, 1971.
   Klein, Norma. Girls Can Be Anything, Dutton, 1973.
   Merriam, Eve. Boys and Girls, Girls and Boys, Holt, 1972.
   Zolotow, Charlotte. William's Doll, Harper, 1972.

   For Older Children:

   Bawden, Nina. Carrie's War, Lippincott, 1973.
   Fitzhugh, Louise. Harriet the Spy, Harper, 1964.
   Greene, Betty. The Summer of My German Soldier, Dial, 1973.
   Gripe, Maria. The Night Daddy, Delacorte, 1971.
   Kerr, M.E. Dinky Hocker Shoots Smack, Harper, 1972.
   Klein, Norma. Mom, the Wolf Man and Me, Pantheon, 1972.
   L'Engle, Madelene. A Wrinkle in Time, Farrar, 1962.
   O'Dell, Scott. Sing Down the Moon, Houghton, 1970.
   Zindel, Paul. The Pigman, Harper, 1968.

5. Clarification Strategies--The second level of the sequence of classroom strategies is that of clarification. Instruction on this level is directed at helping students analyze and clarify their personal feelings, beliefs and values related to sex bias. Clarification activities naturally follow awareness activities, for after students become cognizant of sex bias in society, they must then come to grips with their own reactions.

   Following are some sample classroom strategies at the clarification level:

   A. Where do you stand? The teacher reads a series of questions related to sex bias, and asks each student to vote as to their personal position on each question. In this activity, each student begins to clarify his or her own position on various aspects of sex bias. For example, the teacher may ask, "How many of you...

...Think it should be acceptable for a man to stay at home as a househusband, and for the wife to be the only breadwinner?

...Would feel somewhat uncomfortable with a female friend whose career goal was to become President of the United States?

...Believe boys should not play with dolls?

...Believe that boys and men should help with washing dishes, making beds, and other housekeeping chores?

...Believe that it is appropriate for a woman to work when she has preschool children?

...Would not like to have a woman principal?"

B. Fill in the dots--The following clarification strategy requires the students to become more fully in touch with their own values and thoughts concerning sex bias. The students are asked to complete the following sentences:

When I see a three-year-old boy playing with a doll, I ...

When I see a famous football player doing needlepoint, I ...

When I write a letter to a woman, I would/would not address her as Ms. because ...

If I had to have an operation, and the doctor scheduled to operate on me was female, I ...

The treatment given to sex bias in newspapers and on television is ...

6. Autobiographical Questionnaire--This activity is also directed at increasing student clarification on this issue, and requires the student to answer the following kinds of questions:

Have you ever:

- felt angry because of sexism?
- written a letter to a newspaper, magazine, television station or company concerning sexism?
- given time or money to combat sexism?
- been angry with a friend because of a sexist attitude?
- been upset with yourself because of your own sexist attitudes or behaviors?

7. Action Strategies--After the student has become aware of the issue and has clarified his/her personal position in relation to the issue, the final sequence of activities is directed at providing students with constructive outlets for their beliefs. Action strategies enable students to move from words to behaviors, from values to actions. Without this final level, the issue might remain academic in nature and divorced from

reality. Teachers may wish to provide students with one or more of the following action strategies:

A. Write a letter to a newspaper voicing your concern.

B. Organize a group to continue work in this area.

C. Print up and distribute posters, bumper stickers and buttons stating your position.

D. Develop a presentation, film, slide show to bring your message across to others.

E. Write an informal brief statement of your position for distribution.

F. Write to a local television station requesting time to present your views.

G. Write, telegram, call your elected representatives and tell them of your stand on this issue.

H. Write a social protest song which advocates your position.

DEVELOPING AFFIRMATIVE TEACHING STRATEGIES FOR THE TEACHER EDUCATION CLASSROOM

Teacher Educator Worksheet 12

Below are listed the three categories of (1) Awareness; (2) Analysis and Clarification; and (3) Action. Under each category list and briefly describe as many affirmative teaching strategies as you can that are appropriate for the teacher education classroom. You may wish to use or adapt strategies from Participant Worksheet 11. You should also try to develop some new strategies that are not listed on the worksheet that are particularly appropriate for the teacher education classroom.

Awareness Strategies

Analysis and Clarification Strategies

Action Strategies

TEACHER AS INSTITUTION BUILDER

Teacher Educator Worksheet 13

Functions of Institution Builder	Specific Actions to be Taken in Eradicating Sexism
1. Identification of Institutional Goals	
2. Development of programs consistent with Institutional Goals	
3. Development of Curricula Consistent with Educational Goals	
4. Development of School Procedures Consistent with Institutional Goals	

Functions of Institution Builder	Specific Actions to be Taken in Eradicating Sexism
5. Development of a Coherent School System That is Consistent with Institutional Goals	
6. Development of Resource/ Support Systems That Are Consistent with Institutional Goals	

TEACHER AS SCHOLAR

Teacher Educator Worksheet 14

Functions of Scholar	Specific Actions to be Taken in Eradicating Sexism
1. Continual Inquiry and Acquisition of Knowledge	
2. Application and Integration of Knowledge into the Teaching-Learning Process	
3. Generation of New Knowledge	

TEACHER EDUCATOR AS SCHOLAR AND INSTITUTION BUILDER: RECOMMENDATIONS FOR ACTION

Teacher Educator Worksheet 15

The following is a list of suggested recommendations for eliminating sexism in teacher education programs. These recommendations are adapted from "Eliminating Sexism: Teacher Education and Change," Shirley McCune and Martha Matthews, Journal of Teacher Education, Volume XXVI, No. 4, Winter 1975, pp. 294-300. However, you may wish to add other recommendations which are also related to the teacher educators role as scholar and institution builder.

Teacher Educator as Institution Builder

1. Initiate institutional self-evaluations to review teacher education policies and practices as related to sex bias. (Including employment, promotion, tenure, student recruitment and treatment, curricular materials, program goals, role models, compliance with Title IX, etc.).
2. Develop affirmative action plans to correct discriminatory practices and programs.
3. Disseminate information related to sexism to other departments on the campus and to other teacher education programs.
4. Include content related to sex bias throughout the teacher education program.
5. Provide leadership within the college or professional organizations for the development of programmatic efforts which address sexism in education.
6. Develop a center of nonsexist materials, available for use by other faculties as well as teacher education colleagues.

Teacher Educator as Scholar

1. Design research which addresses problems of educational practice and sex bias.
2. Disseminate this research to school systems and other departments on campus.
3. Read educational journals and other related literature to keep informed about sex bias research.
4. Implement results of investigations to modify instructional, curricular, and other policies and practices.
5. Encourage the establishment of research agendas to encourage coordinated/systematic investigations into such concerns as:
   - possible differences in learning styles of males and females
   - causal relationships between sex differences and educational per-

formance

- the sources of sex bias in education
- the effectiveness of programs designed to eliminate sex bias in education
- development of curricular materials which are nonsexist
- identification/correction of sex bias within educational theory and disciplinary content

TEACHER EDUCATOR AS SCHOLAR AND INSTITUTION BUILDER
ACTION PLANNING

Teacher Educator Worksheet 16

1. Identifying Action Objectives

Which three recommendations listed on Worksheet 15 would you most like to convert into personal objectives? (You may prefer to identify objectives related to the teacher educator as scholar and institution builder which are not included on the worksheet. Worksheet 15 is designed to offer suggestions only.)

A.

B.

C.

2. Barriers and Supports

A. What are the barriers that you will likely face in attaining your three action objectives?

B. What supports will you have in working toward your change objectives?

C. What resources (knowledge, skills, money, people, etc.) will you need to achieve your action objectives?

3. List below the steps that you will have to take to attain these objectives. Next to each step, identify a target date for its completion.

STEP	SCHEDULE

WORKSHOP EVALUATION FORM

Teacher Educator Worksheet 17

1. At this point, how would you rate your knowledge of:

Preparing teachers to analyze and alleviate sex bias in instructional materials	Preparing teachers to analyze and alleviate sex bias in the classroom, the school, and the profession
___thorough understanding	___thorough understanding
___some knowledge	___some knowledge
___little knowledge	___little knowledge
___no knowledge	___no knowledge

2. What concerns or questions about preparing teachers to analyze and alleviate sex bias in instructional materials, in the classroom, in the school, and in the profession have been answered for you today?

3. What concerns or questions preparing teachers to analyze and alleviate sex bias still remain unanswered for you?

4. Which of the day's activities were most helpful to you?

5. Which of the day's activities were least helpful to you?

6. What information, experiences, or activities do you need next in order to help prepare teachers to analyze and alleviate sex bias?

APPENDICES

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES--
CASE EXAMPLE ANSWER SHEET

Teacher Educator Worksheet 7A

Following are suggested responses for Participant Worksheet 7. In some cases, other forms of bias may also apply and facilitators may accept answers that vary from the suggested responses below.

1. No bias

2. Invisibility--The script could be rewritten by increasing interaction with female students and praising them for academic performance as well as good behavior.

3. Fragmentation--Another possible answer is stereotyping. The script could be rewritten by eliminating the sex-segregated grouping.

4. Fragmentation in the visual display--The script could be rewritten by integrating the accomplishments of women throughout bulletin board materials.

5. Stereotyping--The script could be rewritten by asking for student volunteers to get the new textbooks.

6. Linguistic bias--The script could be rewritten by refering to cave "people," "people's" discovery of fire and "their" development of primative tools.

7. Unreality and stereotyping--The script could be rewritten by having both females and males staple their papers. To eliminate unreality, Ms. Jones must recognize the various subtle ways that sex bias may emerge in her classroom.

8. Fragmentation--The script can be rewritten by eliminating the sex-segregated competition.

9. Stereotyping and isolation--The script can be rewritten by indicating that no student may go near the drill press until operational procedures have been demonstrated.

10. No bias

11. Stereotyping--The script can be rewritten by recognizing expression of emotion for both Sally and Bob.

12. Stereotyping and linguistic bias--The script could be rewritten by eliminating the reference to "women mathematicians".

13. Imbalance and stereotyping--The script could be rewritten by providing a balance of female and male speakers.

14. No bias

15. No bias

IDENTIFYING SEX BIAS IN TEACHER EDUCATION COURSES

Sample Responses to the Prediction Sheet

Teacher Educator Worksheet 9A

The participants will probably suggest a number of responses which may be both accurate and not represented in this appendix. The following examples are meant to indicate the general nature of appropriate participant responses, and should not be considered a complete list.

1. Invisibility--Does the teacher educator tend to focus attention more on one sex, leaving class members of the other sex less involved in classroom interaction?

   Are there female role models in leadership and managerial positions in the teacher education program?

   Does the teacher education program contain continuous instruction on the role and effects of sex bias in education?

2. Stereotyping--Does the teacher educator indicate expectations that male students will teach in the higher grades or go into administration?

   Does the teacher educator indicate expectations that males will be more effective disciplinarians?

   Does the teacher educator indicate expectations that females will either remain as teachers for their entire career, or give up their careers entirely to get married?

   Does the teacher educator praise females for their appearance, males for their accomplishments?

3. Fragmentation/Isolation--Does the teacher educator arbitrarily separate male and female students for work groupings?

   Are there any exhibits or displays which arbitrarily separate males and females?

4. Linguistic Bias--Does the teacher educator employ sexist language (e.g., school board chairman?)

   Do any class exhibits contain sex-biased words and messages?

5. Imbalance/Selectivity--Does the teacher educator's behavior demonstrate an understanding of sex differences in intellectual achievements?

   Does the teacher education program reflect a stronger emphasis on the teaching of reading than on science or math methodology?

   Does the teacher education program include instruction on the methods of teaching spacial relations skills?

6. Unreality-- Does the teacher educator reflect an understanding of the research on sex differences?

   Does the teacher educator indicate a realization of the effects of sexist behaviors and materials?

   Is the teacher educator committed to reducing and eliminating sex bias in the classroom?

AFFIRMATIVE TEACHING STRATEGIES FOR THE TEACHER EDUCATION CLASSROOM: SUGGESTED RESPONSES

Teacher Educator Worksheet 12A

Following are sample affirmative teaching strategies for Participant Worksheet #8. It should be kept in mind that there are many other potentially appropriate responses as well.

Awareness Strategies

- Helping students analyze teacher education textbooks for sex bias
- Providing supplementary material to correct textbook omissions and inaccuracies
- Helping teacher education students analyze sex bias in television and newspaper coverage of education. (For example Kotter and his sweathogs suffer drastically from bias in omission and in stereotyping)
- Developing a variety of content lessons that deal directly with issues of sexism in education

Analysis and Clarification Strategies

- Questions on the "where do you stand strategy" can be adapted to a level appropriate for teacher education students. For example, the following are sample quotations appropriate for teacher education students.

  How many of you:

  --would feel somewhat uncomfortable if a female student stated that she was determined to become a heart specialist? A senator? President of the United States?

  --think that a pregnant unmarried woman should be dismissed from a junior high school teaching position?

  --think it is appropriate for a woman to work when she has preschool children?

  --have ever wondered why there is so little information about women in your textbooks?

The "Fill in the Dots" strategy can also be adapted for teacher education students. The Autobiographical Questionnaire can also be used for teacher education students. So can a strategy called "The Conflict Story" which is described below.

Conflict Story

Read the following story and then list the names of the characters you liked the most and those you liked the least. In small groups, talk the lists over and discuss why you have rank ordered the characters as you have.

Ms. Jones, Ms. Smith, and Ms. Dean want to institute a course on women's studies for their school's 4th grade classes. They do a great deal of research and they present to the principal a well-developed curriculum complete with objectives, learning opportunities, book lists, and evaluation activities. They feel there is both a need and an interest on the part of students for such a course. The principal greets their proposed course with scorn, noting, "With all we're trying to cram into the curriculum today, there's absolutely no room for this kind of foolishness." The three teachers meet with a guidance counselor and they try to enlist his support in gaining acceptance of the course. When the initially sympathetic guidance counselor, who has his eye on the assistant principalship, learns that the principal has already rejected instituting the course, he withdraws from further involvement saying, "It surely would be a nice addition to have such a course, but it's not worth upsetting the school over it." Ms. Smith is very upset by the experience, but she decides to salvage some of the course by inserting it piecemeal into her class work so the principal would not know about it. Ms. Jones is determined to keep working to get the course recognized, and she continues talking to the students, teachers, and parents to win their support. Ms. Dean considers the situation to be symbolically frustrating, and she leaves teaching to become more directly involved with the women's movement.

Action Strategies

Almost all the action strategies listed on information sheet #4 can be utilized in the teacher education classroom. Also:

- teacher education students can develop lesson and unit plans for various grade levels that deal with issues of sexism.

- they can do research on various topics related to sexism in order to supplement their texts and correct existing biases.

- they can conduct experimental studies that attempt to answer various questions related to sexism and sex role stereotyping.

- they can develop nonsexist materials for use in their classrooms--puzzles, board games, simulation games, a variety of toys, math anxiety units, and techniques for teaching spatial abilities, etc.